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ABSTRACT

This document is a statement of organization for planning and administering the elementary school library. The report includes recommendations for space requirements, equipment, costs, and location of the library. Also included in the report are operational recommendations--(1) book selection, (2) acquiring books, (3) the organization of the books in the library, (4) classification and cataloging, (5) the shelving of books, (6) organizing circulation procedures, and (7) the organization of non-book materials. The study concludes with a bibliography for elementary school libraries and suggestions to teachers for stimulating interest in a library reading program. (GM)

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A MANUAL FOR ELEMENTARY SCHOOL LIBRARIES IN ARKANSAS

Prepared by

THE LIBRARY COMMITTEE

of the

ARKANSAS ELEMENTARY SCHOOL COUNCIL

Published by

State Department of Education

A. W. Ford, Commissioner of Education

Little Rock, Arkansas

1963

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Foreword

This manual was prepared by the Library Committee of the Arkansas Elementary School Council with the help of the Arkansas Library Commission. It is an outgrowth of requests from elementary school principals and teachers who wished to improve the instructional program of their schools through greater use of library books and materials. It is intended only as a manual of practices and is not to take the place of unde graduate courses in library science that are offered in most of the state colleges.

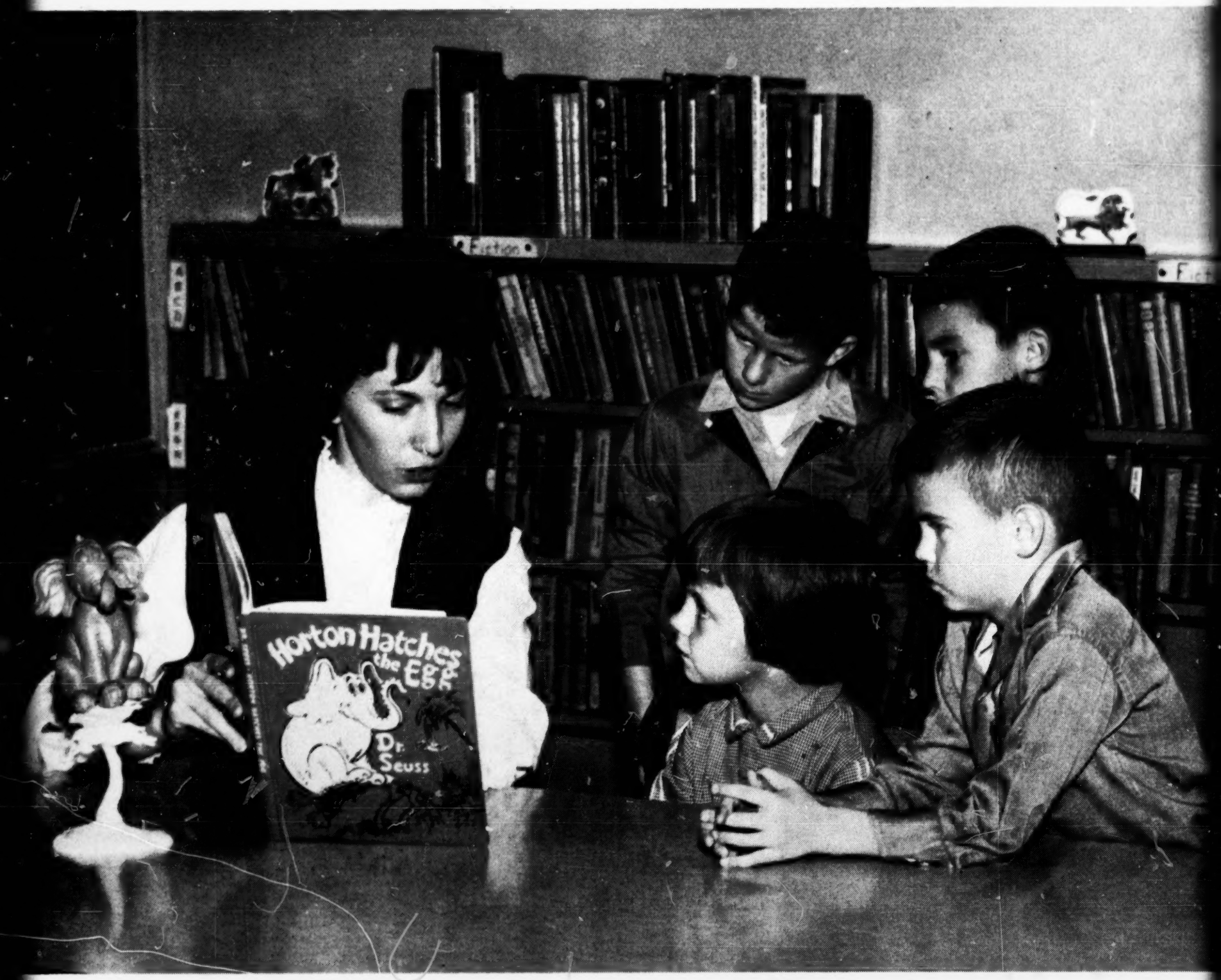
The Library Committee is indebted to Mary Helen Mahar, Specialist for School and Children's Libraries, Office of Education, Washington, D. C., for coordinating the various chapters of the manual. Miss Mahar spent two days in Little Rock working with the editing committee. Her services were made possible through a grant from the School Library Development Project.

Two instructors of library science, Marcella Grider of the University of Arkansas and Gladys Sachse of Arkansas State Teachers College, served as consultants for the manual, met with the Library Committee each time, and made valuable contributions to the manual.

I wish to express my thanks to the Library Committee and to all the others who helped with the manual. The State Department of Education is pleased to present this booklet to the elementary schools of Arkansas.

A. W. Ford

Commissioner of Education



Dabbs Elementary School, Hulbert, Arkansas (Classroom remodeled for central library)

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I

PHILOSOPHY—WHY HAVE A CENTRAL LIBRARY?

"The centralized school library reflects the philosophy of the school and enriches the educational program. A centralized school library is one administered as a unit, usually in one place in a school, and making books and other library materials available to all teachers and pupils in the school.

"School library service cuts across grade levels and permeates the entire curriculum. Educational research has demonstrated that, within both elementary and secondary grades, intelligence, achievement and interests of pupils vary to a great extent, so that curriculum, methods, and materials must be flexible and varied to accommodate widely divergent pupil requirements. For example, in the third grade the reading level of pupils may vary as much as seven grades, and similar ranges may exist in other school grades.

"For providing books and materials suited to these individual differences, the centralized school library is both educationally and economically sound. School library materials may be used interchangeably by teachers and pupils of all grades and subjects, and pupils' ability to use increasingly mature and complex materials is not impeded by the limitations of stationary classroom and departmental collections. In schools with centralized libraries, classroom collections can be established with materials from the central library and can be readily refreshed and changed with new materials as the need arises. The use of the library itself provides opportunities for individual pupils to make independent choices in materials which might satisfy needs or to create new interests unidentified in the classroom. Moreover, observation of the independent and voluntary use of school libraries by pupils can give to librarians and teachers new insights concerning pupils' behavior, interests, and potentialities."[1]

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[1] **Responsibilities of State Departments of Education for School Library Services.** Council of Chief State School Officers, Washington D. C., 1961. pp. 2 and 3.

II

WHO BENEFITS FROM A SCHOOL LIBRARY?

The library provides pupils with a learning environment that enables them to enjoy optimum growth and offers teachers materials for guiding the pupils' development. To be effective and useful the library must provide definite services to teachers and pupils. Some important services are:

1. The school library is available for use by teachers, individual students, and class groups throughout the day and before and after school.
2. Materials are made easily accessible for use in library by teachers and pupils.
3. Collections of materials from the library are available to classrooms for either short-term or long-term loans.
4. The resources of the library are available for home use.
5. Teachers share in selection of new materials both book and non-book.

As soon as the librarian is employed, the following services will also be available.

1. The librarian works with classroom teachers in determining the interest of pupils, their abilities, needs and problems.
2. The librarian cooperates with the principal and teachers in developing curriculum and units of study and in selecting appropriate materials for these units.
3. The librarian advises teachers of new materials as they are received.
4. The librarian acquaints new teachers with library resources; helps them to locate books on the shelves; and to use such instructional helps as picture and pamphlet files and guides to audio-visual and free and inexpensive materials.
5. The librarian provides teachers with a special attractive corner where they may examine materials. Professional books and magazines should be available.
6. The librarian cooperates with teachers in guiding classes and individual pupils in use of materials both in library and in the classroom.
7. The librarian works closely with the classroom teacher in a program of instruction that teaches the children how to use the library.
8. The librarian and classroom teacher provide time for browsing, story telling, and creative pupil activities.
9. The librarian plans attractive bulletin boards and displays.

III

WHO ADMINISTERS THE LIBRARY PROGRAM?

In schools where it is not possible as yet to have a librarian, the principal and teachers should assume the responsibility for organizing the library. The elementary principal should supervise the work of preparing the books and materials for circulation. The high school librarian, or city or county librarian may render assistance in training teachers to perform organizational tasks. One elementary teacher could be given some time to work with the materials. There may be a staff member with some library science training on the school staff. If adequate time can be given, this teacher may serve as teacher-librarian.

The principal may request the PTA to assist with clerical duties of library organization and services. A secretary or clerk in a school can also assist with clerical duties in the library. These duties may include:

Typing catalog cards
Typing book cards
Typing and pasting book pockets
Assembly line processing
Simple mending
Typing orders
Filing
Charging out books

Maximum use of books and materials in elementary school libraries cannot be obtained until there is a librarian with the required hours in undergraduate library science. The State Department of Education recommends that "The librarian has a broad, general education, a good understanding of the school's educational program, and some successful teaching experience. The librarian has the ability to work effectively with teachers in finding and using suitable library materials and aids in teaching and learning, to work agreeably and effectively with pupils, and to teach them to find and use the library materials readily and effectively."[1]

In addition, the elementary librarian should have professional library training as well as training as an elementary teacher. Under-graduate courses in library science are offered in most of the colleges of the state and at the university. To encourage interested elementary teachers or community members to qualify as school librarians, school boards or PTA's may wish to offer scholarships for study in the field of library science.

A beginning in the improvement of elementary school libraries would be possible if one professional librarian were employed to serve several schools. The services of a professional librarian for just one day each week would make possible better organization during this period of development. Later, additional librarians could be added.

When a librarian is employed, his time should be spent in administrative and educational services. Clerical functions should continue to be performed by persons other than the librarian.

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1. **Policies, Regulations, and Criteria for Accrediting Arkansas Elementary and Secondary Schools.** State Department of Education, Little Rock, Arkansas, 1960, p. 21.

IV

WHERE AND HOW CAN THE LIBRARY BE HOUSED?

Guiding Principles to Follow in Planning Elementary School Library Facilities:

1. Plans for new library facilities or remodeling of existing school quarters for library use should be based on the educational philosophy and basic goals of the school. A review of the school's curriculum and the role of library services as a phase of the school program should be made, particularly in view of changing curriculum developments and techniques, and the needs of students.
2. In planning, provision is made for functional quarters and standard equipment, based on accessibility, student enrollment, the breadth of the library's program, and future trends in library services.
3. Provisions are made for future expansion of facilties due to increased enrollments.
4. Planning is a cooperative effort involving the school administrator, architect, school librarian and teachers. Consultants from the State Department of Education and the Arkansas Library Commission are available for planning and counseling.

CONVERTING AVAILABLE SPACE TO LIBRARY QUARTERS*

Many schools constructed without library facilities have initiated centralized library programs by remodeling and converting one or more classrooms into a library. Librarians and construction engineers work together on specifications and room selection. Engineers know which partitions can be removed without weakening the structure of the b u i l d i n g, while librarians know areas adaptable for functional library quarters.

Other schools have converted auxiliary rooms into satisfactory library areas. One school started a central library in a small auditorium no longer in use. Another inaugurated a library program by remodeling a janitorial storage room. These are temporary quarters, but they do represent progress toward a model elementary school library.

Below are two examples of successful centralized elementary school libraries that were established in old school buildings. The schools had previously had only room collections of library books. Names are not given but the examples are real.

EXAMPLE A

Throughout the years public schools of this system have had administrative leaders who have recognized the need and value of good books for children and youth. In the elementary schools this was accomplished through room collections.

During recent years it has been the desire of the principal to combine the room collections in this elementary school and set up a central library. This dream (so-called) became a reality last year (1961-1962) when our city school system pattern was changed to 6-3-3, thus taking the seventh and eighth grades out of the elementary schools to establish a junior h i g h school. Through this effort some space was made available. One room in this building was fairly near to many of the classes, thus it was selected to be used as a central library.

At that time we put all of the books from classrooms in the "new" library. With teachers and students helping a beginning was made. Room mothers were invited to come and work for

*See filmstrip, "Remodeling the Elementary School Library," listed in appendix.

two days. Under the direction of the Library Chairman (sixth grade teacher) the mothers followed the "Assembly Line of Processing Books." Much was accomplished and the library was a functional one even though we had just begun.

A bright ray of hope came to us with help from the county librarian who not only gave professional advice, but also actually assisted in setting up suggestions for this particular library.

Suggestions to follow:

1. Use standard supplies
2. Organize shelving for maximum use for children and teachers
3. Organize circulation procedures and follow very carefully
4. Buy latest edition of **Children's Catalog**
5. Use **Children's Catalog** and **Basic Book Collection for Elementary Grades** for all future purchases
6. Check the above aids to indicate books in the school library as of September 1961
7. Check all new titles added after September 1961
8. Buy better books and get them in good binding
9. Work toward a balanced collection keeping in mind the school curriculum, by working toward a balance as indicated by Dewey Decimal Classification with percentages (See Chapter VI)

We did secure the aids that were suggested and used them accordingly.

All of the books that were in good shape were processed, many were sent to the bindery, and a great number had to be discarded.

Without a librarian it is not easy to establish a library and maintain it in its proper manner, but when a group such as ours wants to have the "extras," such as access to many good books, they are willing to do all that is necessary to accomplish their goal. Many hours of work have gone into the library; we are using furnishings that were already in the bulding; very little actual money has been spent except for new books; but the teachers and children are proud of their library periods, and the library has become a very popular place.

With the addition of the new books for this school year, the use of the loans from the Arkansas Library Commission, and our frequent visits to the City Library, we are well equipped to be in line with the 1962 theme for National Library Week. . . . "Read. . .And Watch Your World Grow."

Due to the fact that we have two vacant rooms we were able to establish an Instructional Materials Center for the faculty; thus we keep all of our professional books, audio-visual equipment, and extra supplementary readers, extra texts, and any materials that teachers may need in this room. A picture file (vertical file) has been set up also.

We are fortunate enough to have sets of reference books for the teachers to keep in the classroom and still have a set in the library and one in the Instructional Materials Center. Also, each teacher keeps a sufficient number of dictionaries, maps, and other materials in the room.

True enough, the day may come when we will have to use this space for classrooms again, but until that time we are gladly making the best use of the space that we can.

EXAMPLE B

For some time several of the teachers and the principal discussed the possibility of a central library for our school. Each time we were faced with the same problem. There was no available space. The only possibility we had was a small auditorium that some years had been used as a classroom.

At the beginning of the present term, I discussed with the superintendent the possibility of starting a central library in our auditorium. He was more than willing. We discussed the fact, that, even next year, we may have to use the room as a classroom again, but decided we would find a solution to that problem when it presents itself.

Since we did not have money for the type of furniture we would like to have in the library, the superintendent suggested that we move the book shelves from the classrooms since most of our books would be moved to the central location.

When we first discussed definite plans for the change, some teachers were not sure they wanted to place all their books in a central library. By the time we started moving books, all but three were ready. When the library schedule was made, the last teacher told me she wanted to be included because her children were eager to join other rooms in their trips to the library.

One teacher in our school has had several hours in library science, and others have had experience in working in college libraries or in the city library. They were willing to guide us in our work.

Our first plan was for faculty members to work at night to get the books classified, accessioned, and ready to be placed on the shelves. The first night we worked, several teachers brought their husbands. We popped corn, ate home made candy and drank coffee as we worked. We had lots of fun but did not accomplish a great deal.

We soon decided it would take too long for the faculty to set up the library, so we must find help from other sources. As we often do, we called on the mothers for help.

Each child took a note home explaining our plans and giving a work schedule. Mothers who could do so were asked to give one, two, or three hours on the designated days. We were delighted with the response! Some mothers came every day for ten days and worked from nine until three. Others gave their afternoon off each week. Some who could not work during the day called or sent notes offering to work at night or on Saturday.

We moved tables from some of the classrooms and pushed them together in lengthwise position. Miss Freddy Schader's "Assembly Line Processing of Library Books" was used. We typed instructions for each step and taped them to the table. We also found the TEACHER LIBRARIAN'S HANDBOOK very helpful. We were fortunate in having some mothers who came every day and taught the new workers. We also discovered we had some mothers who had library training and experience and they were willing to classify books. Others were good typists and even brought their own typewriters.

We made errors, some of which we may never discover since most of us are not professionally trained, but children, teachers, and parents are really proud of our library.

We had quite a few books that were too good to discard and yet not suitable for placing on the shelf in a library. Some of these were sent to be rebound and others were left in the classrooms. Even with those books left in the classroom, the books we borrowed from the Arkansas Library Commission, and books checked out of the city library, I was asked many times, "When will we be able to start using our library?"

When we had about 2,000 books on the shelves, we moved our tables out and got ready for the children. Each teacher takes her students to the library once or twice a week. Student

librarians assist in checking out and in placing the books back on the shelves. Student librarians work from 8:00 until 8:30 each morning to take care of students who have been absent or fast readers who need more books.

Since we were emphasizing the library this year, the PTA voted to give $500 for new books. We now have more than 2,900 books accessioned; so when our books come back from the bindery and our last order is shipped, we will reach our goal of 3,000 books.

The Story House Group at the city library needed more space, so it became necessary for the board to find a place to store a large table. We were delighted to furnish that storage space since we have the use of the table.

Our film strips, records, picture files and most of our other audio-visual equipment are now in the library.

There are many advantages to a central library, but our greatest pleasure has come from the interest and enthusiasm of the teachers, the children and the parents. We have a long way to go but we feel we are headed in the right direction.

PLANNING LIBRARIES FOR NEW ELEMENTARY SCHOOLS[1]

Detailed specifications for school library quarters may be found in the appendix of **Standards for School Library Programs.**

I. Space should accommodate

A. A reading room large enough to seat the largest class plus 20 with a minimum of 30 square feet per pupil.
B. Adjustable wall shelving to house the book collection.
C. The circulation desk unit, the card catalog case and vertical file case.
D. All workrooms include adequate work space, with a carefully planned counter (18 to 24 inches deep) with formica top and work type sink, with the various sizes of storage drawers and cupboards, plus kneehole spaces below the counter and open shelves above. (A mimeographed sheet giving dimensions for a suggested work room unit may be obtained on request from the Arkansas Library Commission.)
E. An area to house audio-visual and other non-printed materials.
F. Light switches, electrical outlets, thermostats, telephone and fire extinquishers so situated they do not use space needed for shelving.

II. Equipment should include**

A. Adjustable shelving of hard wood, and without doors.
Specifications for shelving:
1. Width of section center ____ 3 feet.
2. Total height of standard section ____5-6 feet.
3. Space (in the clear) between shelves ____ 10-10½ inches, (adjustable feature takes care of oversize books.)
4. Special shelving for picture books ____ depth-12 inches, space (in the clear) between shelves ____ 14-16 inches.

NOTE! **Be Sure Shelving Is Adjustable!** If shelves are locally made, metal stripping to make shelves adjustable may be purchased at many lumber yards.

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[1]American Association of School Librarians. **Standards for School Library Programs.** American Library Association, Chicago, Illinois, 1960, pp. 119-128.

**Standard library equipment is available from dealers listed in the appendix.

B. Tables.

1. Tables should be 25 to 28 inches in height. Apronless tables are more functional. Tables 3 x 5 or 3 x 6 feet allow for more mobility and informality than larger ones. Dimensions—4′ in diameter (round).
   Tables of this size are regular school equipment and can be purchased in large quantities at minimum cost.

C. Charging desk—the desk should be sitting height for an elementary school library. This equipment can be designed and constructed locally.

D. Chairs—chairs with saddle seats and curved backs are the most comfortable.
   Height—14 to 17 inches.

E. Dictionary stand

F. Card catalog and base—15 drawers that can be expanded is desirable

G. Stools

H. Charging tray

I. Book truck

J. Large picture files, vertical file drawers, legal size filing cabinets

K. Atlas stands

L. Typewriter

M. The addition of window seats, informal furniture, exhibits, pictures, plants, and art objects make the library a pleasant and inviting part of the school.

V

HOW MUCH WILL IT COST?

The quality of the school library program depends on substantial financial support. If the library is to meet the needs of the teachers and pupils satisfactorily and efficiently, there must be an adequate library budget. Funds for library books and materials and library supplies should be included in the over-all school budget. Library funds should not be dependent on sales, carnivals, shows, and the like. Money spent for the school library is money spent for every classroom.

In Arkansas the State Department of Education regulation concerning library funds for elementary schools may be found on page 16 of POLICIES, REGULATIONS, AND CRITERIA FOR ACCREDITING ARKANSAS ELEMENTARY AND SECONDARY SCHOOLS (1960.) "The school spends annually for library books, magazines, and library materials, an amount equal to or in excess of:

Class A — $1.25 per pupil enrolled
Class B — 1.00 per pupil enrolled
Class C — .75 per pupil enrolled"

The new national school library standards[1] suggest the following annual expenditure after there is a basic collection:

IN SCHOOLS HAVING	AT LEAST
200-249 students	$1,000 — $1,500 for library books
250 or more students	$4.00 — $6.00 per student for library books

Additional funds are required for encyclopedias, unabridged dictionaries, magazines, newspapers, pamphlets, rebinding, supplies and equipment, professional materials for the faculty, and audio-visual materials.

A library budget should provide not only for maintenance of the library but also for constant improvement of the library. Some schools have already surpassed the state regulation of expending $1.25 per child, and are working toward the national standard. Every school should make a long-range plan with yearly increases in the book and materials' budget until an adequate collection has been built. Only then can the school library program be most effective.

A statewide long-range plan for school library development in Arkansas was developed as an outgrowth of the assistance given by the School Library Development Project, an eighteen months' activity of the American Association of School Librarians. (See chapter XII for complete plan.) This plan includes a gradual increase in expenditure for library books.

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[1]American Association of School Librarians. **Standards for School Library Programs.** American Library Association, Chicago, Illinois, 1960, pp. 24-25.

VI

HOW CAN A GOOD BOOK COLLECTION BE ACQUIRED?

A good book collection contains a sufficient number of recommended books to enrich all areas of the curriculum and to meet the individual differences of all the students.

I. Requirements and Standards.

The State Department of Education has regulations for the number of school-owned library books required as a minimum collection for accrediting A, B, and C grade schools. (From p. 16 of **Policies, Regulations, and Criteria for Accrediting Elementary and Secondary Schools, 1960**)

ENROLLMENT	SCHOOL CLASSIFICATION		
	A	B	C
Schools with less than 50 pupils	6	5	4
Schools with 50-99 pupils	5	4	3
Schools with 100-300 pupils	4	3	2
Schools with over 300 pupils	3	2	1

Supplementary readers are not counted in these totals.

Many elementary schools in Arkansas have surpassed the minimum required number of library books for grade A schools, and are working toward the new national standards. (See American Association of School Librarians, **Standards for School Library Programs,** p. 25) "Minimum size of the collections in schools having 200-999 students. . . .6,000-10,000 books. 1,000 or more students. . . .10 books per student."

II. Books on Hand.

When room library collections are brought together for the first time, the books should be checked carefully and those removed that are not suitable for an elementary school library. There seems to be a tendency to keep old, worn, and out-dated materials in order to keep the total number of books on the report form at a high count. Quantitative standards refer to useful, recommended books — not torn, yellow, out-dated ones.

A. Books to discard.

1. Books in poor physical condition—torn, worn, brittle, or yellow paper.
2. Books with pages missing.
3. Old editions that have been superseded by revised or new editions.
4. Books with very small print difficult for an elementary child to read. (Applies to old editions of classics)
5. Books on science, economics, useful arts, geography, more than 10 years old.
6. Books whose popularity has long passed, books with out-dated illustrations, and books that are poorly written.
7. Sets of readers. (Remove to classrooms where they will be used. **Do not count as library books.)**
8. Books with content and reading level too difficult for elementary school children. (If still useful, give to junior or senior high library.)
9. Old textbooks.

10. Do not discard books and materials about Arkansas. Such books will be useful on the Arkansas shelf in some library—high school or public library.

If you are still in doubt after you have removed the books from the shelves, set them aside and ask the high school librarian, county and/or public librarian, or a consultant from the Arkansas Library Commission to examine the books for you.

B. Books to Rebind.

Set aside recommended books that have loose sections, contents separated from cover, or broken board cover. These may be sent to a bindery for rebinding at a nominal cost. **Do not send to bindery books with** missing pages, torn, brittle, or dirty pages or books not listed in a recommended bibliography.

C. Books for Centralized Collection.

After books have been removed (see A above) or set aside to be rebound (see B above), check the remaining titles to see if they are ones recommended for the elementary school library. The titles should be checked in the latest edition of CHILDREN'S CATALOG and its supplements and/or THE BASIC BOOK COLLECTION FOR EL EMENTARY GRADES. One section of the CHILDREN'S CATALOG is the dictionary section. This lists books by author, title, and subject. Look for the book under the author's name. If the book is listed, place a small mark by the title under the author's name to indicate that book is in your school. This checked CHILDREN'S CATALOG will serve as an index to the school's book collection. Set aside recommended books to be processed.

Some books not listed in either CHILDREN'S CATALOG or THE BASIC BOOK COLLECTION FOR ELMENTARY GRADES may have proved useful. Add these to the books to be processed, but **do not** clutter up your collection with many books that are not found on recommended lists. (See chapter "How Should the Books be Organized" for information on processing books.)

III. Percentages of Books in Each Classification.

In order to enrich areas of the curriculum, the library book collection must be well balanced. Analyze the book collection on hand before ordering new books to strengthen the weak sections. Not more than 25% of the collection should be E (easy or picture books) and not more than 25% should be fiction books suitable for grades 4-6. As a guide in checking for balance, the librarian or principal may wish to use the percentages suggested on page iv of American Library Association, A BASIC BOOK COLLECTION FOR THE ELEMENTARY GRADES.

SUBJECT	PERCENTAGE
Reference	1.2
Religion and Mythology	1.2
Social Sciences and Folklore	9.1
Language	.3
Science	13
Applied Science	10
Fine Arts	5
Literature	3.2
History and Biography	22.5
Fiction	21.5
Picture and Easy Books	13

IV. Book Selection.

Book selection is a continuous process. Books for the elementary school library should be selected through the cooperation of all teachers and the principal working with the librarian or the one person designated to order the books. Each teacher has the opportunity to participate in building the library so that the collection of books is well balanced in the various subject fields of the curriculum.

In order to select books it is necessary to rely on book lists, book reviews, and authoritative book selection aids. The teacher must use care to discriminate between descriptive lists and evaluative lists. Publishers' catalogs are usually descriptive.

The various book selection aids should be circulated among the teachers so that they will be cognizant of the best and newest books. Each school should own and use as a basic buying guide THE CHILDREN'S CATALOG and A BASIC BOOK COLLECTION FOR ELEMENTARY GRADES. These two buying guides include encyclopedias and reference books. At least one monthly publication containing an annotated list of new books should be subscribed to by the school.

A. Book Selection Aids.

ACEI. BIBLIOGRAPHY OF BOOKS FOR CHILDREN. Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington 16, D. C. (Revised annually.) $1.50

Allen, Patricia H. BEST BOOKS FOR CHILDREN. R. R. Bowker Company, 1180 Avenue of the Americas, New York 36, New York. (Revised annually.) $3.00

Arbuthnot, May Hill. CHILDREN'S BOOKS TOO GOOD TO MISS. Western Reserve University Press, 2420 Adelbert Road, Cleveland 6, Ohio. $1.25

A BASIC BOOK COLLECTION FOR ELEMENTARY GRADES. American Library Association, 50 East Huron Street, Chicago 11, Illinois. (Latest edition) $2.00

CHILDREN'S CATALOG. H. W. Wilson Company, 950 University Avenue, New York 52, New York. (Latest edition.) $12.00 (The original purchase price will include not only the bound volume but also paper back supplements for a period of five years to keep the catalog up-to-date.)

Deason, Hilary. THE SCIENCE BOOKLIST FOR CHILDREN. American Association for the Advancement of Science, 1515 Massachusetts Avenue, N. W., Washington 5, D. C. 1960. $1.00 (Lists science books that may be purchased with NDEA matching funds.)

Eakin, Mary. GOOD BOOKS FOR CHILDREN. University of Chicago Press, 5750 Ellis Avenue, Chicago 37, Illinois. $5.95

Eakin, Mary. SUBJECT INDEX TO BOOKS FOR PRIMARY GRADES. American Library Association, 50 East Huron Street, Chicago 11, Illinois. 1961, $4.50

Heaton, Margaret, Ed. READING LADDERS FOR HUMAN RELATIONS. American Council on Education, 1785 Massachusetts Avenue N.W., Washington 6, D. C. (Rev. ed.) $1.75. (Bibliography of books that help children solve problems under headings as: Economic Differences, Adjustment to New Places.)

Huus, Helen. CHILDREN'S BOOKS TO ENRICH THE SOCIAL STUDIES. National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C. $2.50

Independent Schools. JUNIOR BOOK LIST. Independent Schools Education Board, Milton 86, Massachusetts.

National Council of Teachers of English. ADVENTURING WITH BOOKS. National Council of Teachers of English, 704 South Sixth Street, Champaign, Illinois. (Revised frequently.) 75 cents.

Rue, Eloise. SUBJECT INDEX TO BOOKS FOR INTERMEDIATE GRADES. American Library Association, 50 East Huron Street, Chicago 11, Illinois. 1950, $6.00.

B. Periodicals

THE BOOK LIST. American Library Association, 50 East Huron Street, Chicago 11, Illinois. Semi-monthly, $6.00 per year. (Not strictly for elementary school books — also gives annotations for adult books and young people's books.)

BULLETIN OF THE CHILDREN'S BOOK CENTER, University of Chicago Press, 5750 Ellis Avenue, Chicago 25, Illinois. Monthly except August. $4.50 per year.

CHILDHOOD EDUCATION. Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington 16, D. C. $4.50 per year, published September through May. (Contains articles of interest and section called "Books for Children.")

ELEMENTARY ENGLISH. National Council of Teachers of English, 704 South Sixth Street, Champaign, Illinois. $4.00, October through May, (Contains articles as well as a list.)

HORN BOOK. Horn Book, Inc., 585 Boylston Street, Boston 16, Massachusetts. $4.50. Published six times a year. (Contains articles as well as book list.)

SCHOOL LIBRARY JOURNAL. R. R. Bowker Company, 1180 Avenue of the Americas, New York 36, New York. $3.50 per year. Issued on 15th of each month, September through May. (Also contains excellent articles of interest to elementary teachers on books, reading, libraries.)

C. Subject Bibliographies.

Bibliographies pertaining to one certain subject are also an aid in book selection. From time to time staff members of the Arkansas Library Commission compile subject bibliographies such as "Science Books for Elementary Grades", "Selected Titles for the Study of the States", and "Selected Background Books about Spanish Speaking Countries." These are available on request from the Arkansas Library Commission.

Subject bibliographies are frequently found in articles in educational periodicals, such as THE INSTRUCTOR and ELEMENTARY ENGLISH. The answer to a book selection problem in a certain area of the curriculum is often found in subject bibliographies.

D. Book Fairs and Displays.

The very best aid to book selection is the actual examination of the books. The Arkansas Library Commission maintains several collections of books for

examination and display purposes. A special collection made up of starred and double starred titles in the CHILDREN'S CATALOG and THE STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES is on permanent display. Teachers and librarians may examine these titles at any time at the Arkansas Library Commission, 506½ Center Street, Little Rock, Arkansas.

The State Traveling Publishers' Exhibit is also shelved at the Arkansas Library Commission. This collection is made up of new titles or editions. Small collections (ranging in size from 50 books to 300 books) are available on request from schools, libraries, clubs, or P.T.A. groups. The books may be used for examination or display purposes for a short period of time. Schools may request such a collection in order to examine the books before making up an annual purchase order.

The 1,500 books sent from the Children's Book Council of New York City for the Arkansas Book Fair are used as a Traveling Book Fair in Arkansas from November through May. The books are divided into two traveling fairs of approximately 750 books each with one fair traveling north of Little Rock and one fair traveling south of Little Rock. The only cost of the Traveling Book Fair to the school or library is the parcel post charge to send the books on to the next town that requests the Traveling Book Fair.

IV. Ordering Books.

Since book selection is a continuous process and a cooperative venture shared by all teachers in the school, each teacher should be supplied with 3 x 5 order cards or slips. These may be purchased from a library supply house or mimeographed at the school. Order cards should contain the following information: author, title, publisher, copyright date, price, source from which the book was selected, and the name of the teacher requesting the book. Since the order card or slip is later used in processing the book, the order card should also have a space for classification, date of order, jobber, and actual cost. Each title should be listed on an individual order card slip.

SAMPLE ORDER CARD

Class No.	Author (surname first)			
Accession No.	Title			
No. of copies ordered				
Date ordered	Publisher and Place			Year
Dealer	Edition or series	Volumes	List Price	Cost
Date received	Requested by		Notify	
Date of bill	Reviewed in			
L. C. card No.	Approved by			Fund Charged
GAYLORD 101-L				PRINTED IN U.S.A.

Each teacher should submit his requests for books for purchase on the individual order cards or slips to the librarian and/or principal. The librarian or principal will arrange the slips in alphabetical order by author's last name and remove duplications.

Each school should establish a policy as to type of binding to buy. Durable bindings are recommended for titles that will receive constant circulation. Ordinarily easy books, fiction, and biography should be purchased in a special binding called prebound or library bound. Today many companies supply a special library binding with a trade name as well as a publisher's binding. The initial cost of library or prebound books is higher than the book obtained in publisher's binding, but in the long run the school will find this an economical practice. This type binding will last as long as the paper in the book and will not require rebinding. Publisher's bindings are often cardboard and the sections are not sewn. Consequently they wear out after a few circulations and must either be sent to the bindery or discarded.

Ordinarily books should be ordered through jobbers because jobbers handle books from all publishing companies and usually give a better discount than publishers. The amount of discount increases with the volume of business. The librarian or principal should learn the discount allowed on 25 or more books before placing the order.

When the librarian has checked the order cards, and decided on bindings, the order cards should be sorted into groups according to jobbers that should handle those titles. The order should include the following information: number of copies, author's last name (listed alphabetically) title, publisher, and price of book. If more than one edition is available, specify edition wanted. The order should be typed and double spaced. Make at least one carbon of the order for the school's record. File order cards alphabetically in order card file. If Wilson cards are to be ordered, they should be ordered at same time books are ordered. See free publication, **Checklist of Wilson Cards,** which may be obtained from the H. W. Wilson Co., 950 University Avenue, New York 52, New York.

SAMPLE BOOK ORDER FORM

No. of copies	Author	Title	Publisher	Price
2	Alcott	Little Women	Little	3.00
3	Clemens	Tom Sawyer	World	4.50
4	Lawson	Ben and Me	Little	3.00

When the books are received, check off titles on school's copy of the order and also on the invoice. If all books on invoice are received, the invoice is "OK for payment." Place the order card in the new book for use as a work card in processing the book.

VII

HOW SHOULD THE BOOKS BE ORGANIZED?

"Optimum use of school library materials and good library service for students and teachers depend in large measure on having the resources of the school library easily accessible within the school."[1] The primary objective in organizing the book collection should be to make the materials easily available to staff and pupils; other objectives should be to create a library situation which will pave the way for the use of other libraries and to provide the means for an accurate evaluation and accounting of the library's holdings.

If the library is to be even partially a "self-service" agency so far as locating materials is concerned, it must be arranged according to a system easily taught to children. If children are able to go from one library to another easily, it must be arranged according to a standard system. If the library has a good book collection, this should require a sizable investment from tax funds; taxpayers have a right to know what their investment represents in the way of books; the librarian needs to know this, too, as a guide to future purchases and for making business and educational reports.

The person in charge of organizing the library should have studied library administration and simple library classification and cataloging; if he has not, he should work under the close supervision of a trained librarian. All professional and commercial aids to library organization should be utilized in order to save the librarian's time for book selection and, most important of all, for work with students and teachers.

Basic files and records needed in the organization of the book collection are listed and defined below:

Outstanding order file—This consists of an order card for each title on order. These cards are usually arranged alphabetically by author; as new books arrive, the order cards are removed from this file.

Accession record—A numerical record of the school's books arranged in the order in which the books were acquired.

Card catalog—An index on cards of the library's holdings. Entries for books are usually made by author, title, and subject.

Shelf list—A record made on cards, one card being made for each title, the cards being filed in the same order in which the books are shelved. The accession numbers of each copy of a title are listed on the shelf list card.

Financial record—A ledger in which all expenditures are recorded. A file of invoices and receipts should be kept to substantiate the financial ledger; the invoices and receipts are sometimes kept in the administrator's office.

Library organization is a continuous process. For this reason, an "assembly line" technique is desirable, shelves or other work space being labeled to indicate the various steps in the processing. When work is interrupted, books can be left at the appropriate place on the shelves so that the work can be continued without any loss of time to see what needs to be done. Labels which can be used are:

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[1] American Library Association. American Association of School Librarians. **Standards for School Library Programs.** (Chicago: American Library Association, 1960), p. 87.

Books awaiting invoices
To be checked against invoices and outstanding order file
Workslips to be prepared (for old books on hand or gift books for which order cards are not available)
To be stamped with school property stamp
To be accessioned
To be classified and cataloged using Wilson cards
To be classified and cataloged locally
To have catalog cards revised
To have pockets and date due slips pasted
To be lettered.

Detailed directions follow for the making of all files and records.

The Outstanding Order File

This may be kept in a cardboard box or in a drawer of the shelf list or card catalog cabinets. The drawer should be labeled "Outstanding Order File."

The order cards can be arranged in one alphabetical file, the cards being filed by author. If the librarian wishes, the cards can be filed according to books ordered in publishers' bindings and prebound books.

Some librarians keep a file of cancellations at the back of the outstanding order file.

Before the order card is filed in the Outstanding Order File, the Wilson card order should have been made and the name of the dealer from whom the books were ordered and the date of the order should be added to the order cards. Below is an order card ready to be filed in the Outstanding Order File:

Class No.	Author (surname first) Junior, Edwin
Accession No.	Title Frontier living
No. of copies ordered	
Date ordered 5-1-62	Publisher and Place World — Year 1961
Dealer new method	Edition or series — Volumes — List Price 5.95 — Cost
Date received	Requested by Edna Gay — Notify
Date of bill	Reviewed in Horn Bk.
L. C. card No. W	Approved by — Fund Charged
GAYLORD 101-L	PRINTED IN U.S.A.

When the Wilson cards come, each set can be attached to the appropriate order card.

Checking New Books against Invoices and Outstanding Order File

Materials needed:

1. Outstanding order file
2. New books
3. Invoices
4. Pencil
5. Financial ledger

Procedure:

1. Work with one book at a time.
2. Pull order card for book from order file and check to be sure that book received is the book ordered.
3. Locate title on invoice and place a small check ($\surd$) at beginning of line on which book is listed.
4. On order card, list the actual cost of the book.
5. Insert order card in book so that it protrudes and may easily be located.
6. Check invoice to see if each book listed has been received. If so, add your "ok" and initials and the date to the invoice.
7. If some books have been found to be defective or some error has been made on the invoice, write a letter to the jobber in order to get the mistakes corrected.
8. If invoice is approved for payment, enter amount in financial ledger.
9. Send one copy of invoice to superintendent's office for payment to be made from there. The librarian may wish to keep one copy of each invoice for his files.

Stamping Books with School Property Stamp

Materials needed:

1. Books
2. Property stamp (This should include school address.)
3. Ink pad

Procedure:

Stamp each book on the page following title page.

Accessioning

The accession record, which is a numerical listing of the books as they are acquired by the library, provides an identification number for each book and is used to locate the cost of a book at the time of purchase. The accession record may be made in several ways. The State Department of Education approves making the record on invoices or in an accession record book which should be purchased from a library supply house. This manual will give directions for making the accession record in a book.

Materials needed:

1. Books (New books should have been checked with invoices.)
2. Order cards in new books and work slips listing author, title, publisher, and date in old books on hand.
3. Accession record book with pages numbered 01-50 and 51-00.
4. Typewriter (If one is not available, record can be written in pen and ink.)
5. Pen and ink (Larger libraries may wish to use a numbering machine instead of pen.)

Procedure:

1. The first book to be accessioned is number 1. NO NUMBER IS EVER USED TWICE. If seventy-four books are accessioned one day, the first book accessioned the next day is number seventy-five. Instead of using consecutive arabic numerals, some libraries form the accession number by using the year in combination with other numbers, beginning with number one each year; for example, the first book accessioned the school year 1959-60 would be 59-1, the eleventh book would be 59-11. Whatever system is used, the accession record should always be consulted to find the last number used.
2. Print the accession number on the order card where it may be easily seen by the typist and enter the accession number in the book on the page following title page.
3. As accession numbers are entered on order cards or slips, leave these slips out of book, putting them face down so that they will be in numerical order when picked up.
4. When a group of books has had the accession numbers entered on order cards and in the books, type the accession record from the order cards.
5. Never take more than one line for a book. The author's surname, title of book, publisher, date, source, and cost of book should be listed.
6. For old books, under source column list "Books on hand." Leave price column blank when listing old books but list actual cost of new books.
7. Enter the date of accessioning in accession book. When beginning in middle of page, enter date in left margin.
8. Keep order cards after accession record has been typed.

A high school student or parent may type the accession record from the order cards. Always check the work carefully.

Classification and Cataloging

Classification is the process by which library materials are grouped according to subject matter or form; cataloging is the process by which the materials are described and the key given to locating the materials.

Nonfiction is most commonly classified by the Dewey Decimal Classification System; fiction and easy books are usually shelved alphabetically by author.

Classification and cataloging are usually done simultaneously, but classification must be done before cataloging can be completed. If the need for the books is great, classification and the mechanical processing of the books can be completed first so the books may be in use while the catalog cards are being completed.

The **Children's Catalog** and the **Basic Book Collection for Elementary Grades** give classification numbers and subject headings.

Classifying and Cataloging with the Aid of Wilson Cards

Printed catalog cards are available from the H. W. Wilson Co. and some book companies. The Library of Congress issues catalog cards, but they are more detailed. The H. W. Wilson Company's cards should always be used when they are available; however, one must understand the principles of classification and cataloging in order to make proper use of these cards.

The Wilson Company makes its cards available in two forms: one, with subject headings and classification at the top of the cards; the other, with the subject headings and classification listed at the bottom of the cards, but not printed in place at the top. It is recommended that the person serving as librarian who has not studied cataloging order the cards with the subject headings and classification printed at the top of the cards.

A set of cards consists of a main entry card, necessary subject cards, usually a title card, and a shelf card. Sometimes there are additional cards for joint authors and illustrators; if the book is one of a series, there may be a series card. Main entry cards for most books are author cards. With the exception of the shelf cards, the basic body of each of the set of cards is identical. To form the title or subject cards or any other added entry, the additional heading is added to a card containing the same information given on the main entry card.

On the following pages, a set of Wilson cards is reproduced together with an explanation of the important items on the card.

Author card

973 **Johnson, Gerald White,** 1890-

America is born; a history for Peter; illus. by Leonard Everett Fisher. Morrow 1959

254p illus

This book is a "history of the beginnings of our country. It starts in the fifteenth century, when King Ferdinand and Queen Isabella of Spain listened at last to the petitions of a wild man named Columbus. It ends in 1787, when a group of state delegates sat down in Philadelphia to see how they could strengthen the government of their hard-won nation." Publisher's note

1 U.S.—History I Title 973

59W5,951 (W) The H. W. Wilson Company

Identification of Items on H. W. Wilson Company's Catalog Cards

Item	Identification
Author card	
973	Dewey Decimal Classification number (This number is used to designate U. S. history.)
Johnson, Gerald White, 1890—	Author's name with date of birth
America is born; a history for Peter	Title of book
illus. by Leonard Everett Fisher	Statement explaining who illustrated the book
Morrow	Publisher's name
1959	Copyright date of book
254p. illus.	Number of pages in the book and description showing that the book is illustrated
This book . . .	Description of subject matter of book. (This is called an annotation.)
1. U.S.—History I. Title	Listing of additional cards to be made for the book, one a subject card, this being preceded by an Arabic numeral and the other the title card, this being preceded by a Roman numeral. (This is called the tracing.)
973	Classification suggested for book

(Items at bottom of author card have no significance for librarian.)

Subject card

U.S.—HISTORY

973 **Johnson, Gerald White,** 1890-

America is born; a history for Peter; illus. by Leonard Everett Fisher. Morrow 1959

254p illus

This book is a "history of the beginnings of our country. It starts in the fifteenth century, when King Ferdinand and Queen Isabella of Spain listened at last to the petitions of a wild man named Columbus. It ends in 1787, when a group of state delegates sat down in Philadelphia to see how they could strengthen the government of their hard-won nation." Publisher's note

1 U.S.—History I Title 973

59W5,951 (W) The H. W. Wilson Company

Explanation of Subject Card

Subject card

U.S.—History — Subject added at top of card

Title card

America is born

973 **Johnson, Gerald White,** 1890-

America is born; a history for Peter; illus. by Leonard Everett Fisher. Morrow 1959

254p illus

This book is a "history of the beginnings of our country. It starts in the fifteenth century, when King Ferdinand and Queen Isabella of Spain listened at last to the petitions of a wild man named Columbus. It ends in 1787, when a group of state delegates sat down in Philadelphia to see how they could strengthen the government of their hard-won nation." Publisher's note

1 U.S.—History I Title 973

59W5,951 (W) The H. W. Wilson Company

Explanation of Title Card

Title card

American is born — Title added at top of card

Shelf list card

973 **Johnson, Gerald White, 1890-**

America is born; a history for Peter; illus. by Leonard Everett Fisher. Morrow 1959
254p illus

1 U.S.—History I Title 973

59W5,951 (W) The H. W. Wilson Company

Explanation of Shelf List Card

Shelf list card

Annotation is omitted to make room for addition of accession number or numbers on cards.

The Wilson cards will come with each set of cards in a packet. On arrival, the cards should be placed with the order cards. When the librarian is ready to process the books, the cards should be checked with the books to see that the correct cards were sent. The classification given on the Wilson cards should be added to the order card in the upper left corner.

The accession number on the order card should be typed on the Wilson card intended to be the shelf card. This will be the card without the annotation. The accession number is placed two spaces below the collation even with the author's name.

The book cards and pockets are usually typed at the same time the catalog cards are checked and the accession numbers added to the shelf cards. (See directions for typing pockets and cards.)

The Wilson card sets contain cards for illustrators, joint authors, and series. Unless the illustrator or joint author is one whom a library patron might look for in the card catalog, it is recommended that these cards be removed from the sets and not filed in the catalog.

In the **Children's Catalog** and on its printed cards, the H. W. Wilson Co. uses the following classification symbols:

Dewey Decimal numbers	Nonfiction
92 (also a Dewey number)	Biography (another form of nonfiction)
Fic	Fiction
SC	Story collections
E	Easy books, including picture books

It is recommended that the librarian follow the Wilson Co.'s use of these classification symbols. On biography cards, the librarian will need to add "92" in the margin at the top of each card as the Wilson Co. omits this since many librarians use "B" instead of following the classification symbol used in the **Children's Catalog.** The first three letters of the surname of the person about whom the book is written, the biographee, are used benath "92."

The librarian should add "R" above the Dewey number for any book or set of books which should be a part of the formal reference collection.

The cards should be checked for errors before they are sorted and filed in the shelf list and card catalog.

Classifying and Cataloging Books When Printed Cards Are Not Available

There will be a few books for which Wilson cards cannot be obtained. For these books, catalog cards should be made locally. Until the librarian has studied cataloging, subject cards should not be made. For the untrained librarian, a simplified card form is recommended; when the librarian has studied cataloging, additions may be made to the cards.

The cards should be made according to the unit plan. A unit card is a basic card, usually an author card, containing the classification, the author's name, the title, the publisher, and date. All the catalog cards and the shelf cards are made according to the pattern of the unit card and then adapted to make the other cards. The Wilson cards follow this principle.

The information needed on the basic unit card and the method of obtaining it is listed below:

Author's name—Copy from title page. If more than one author is listed, give only the first at the top of the card.

Title—Copy from title page.

Additional information in title paragraph—publisher and copyright date. The short form of the publisher's name is used; consult the **Children's Catalog** to find the short form. Obtain copyright date from back of title page or wherever it is listed within book.

Classification—See if book is listed in **Children's Catalog.** If it is, check the classification suggested against the shelf list to see if it is suitable to use—that is, consistent with the number used previously for books on that subject. If the book is not listed in the **Children's Catalog,** study the subject matter and see if you can find a similar book in the **Children's Catalog.** If so, use the classification number found. Your high school librarian or public librarian can help you with this; do not hesitate to ask for assistance.

598 Kieran, John

An introduction to birds. Garden City Bks
1950

Author Card

In addition to the author card, make a title card and shelf card as illustrated below.

An introduction to birds.

598 Kieran, John

An Introduction to Birds. Garden City Bks
1950

Title Card

598 Kieran, John

An introduction to birds. Garden City Bks
1950

4108

Shelf Card

Careful attention should be given to the quality of cards selected. These should be purchased from reputable library supply houses listed in the appendix.

Typing Book Pockets and Book Cards

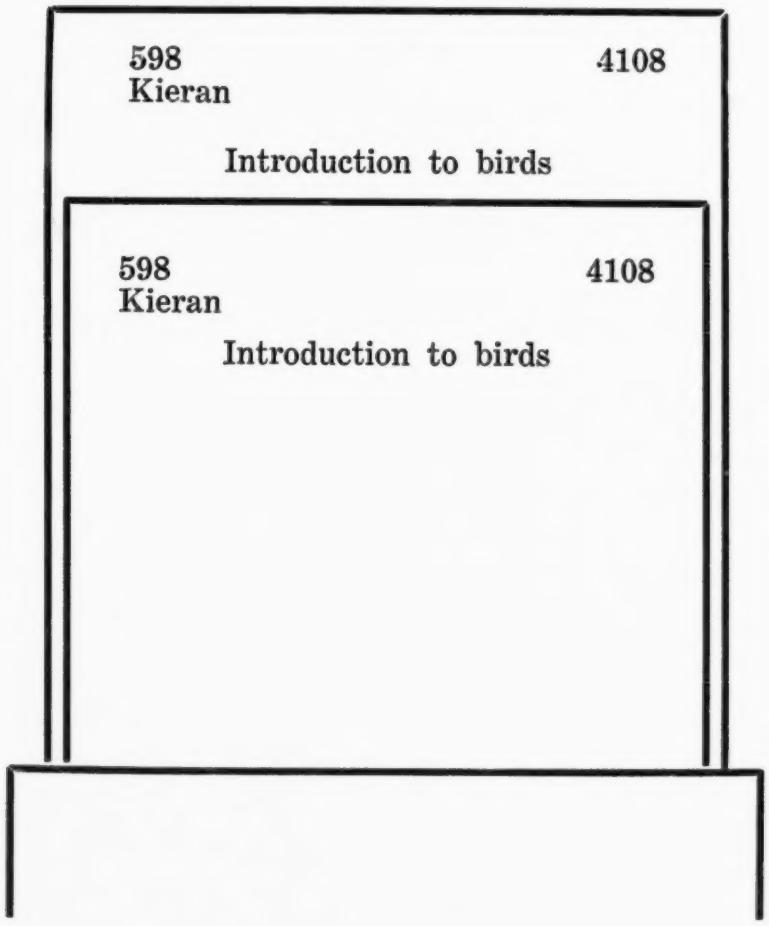
Pockets and cards are usually typed when the catalog and shelf cards are typed, but they can be prepared as soon as the books are accessioned and classified.

Materials needed:

1. Shelf cards or order cards containing classification, author, title, and accession number
2. Book pockets with book cards inserted in them
3. Typewriter

Procedure:

1. The book pocket and card should be typed as illustrated in sample below.



2. The book cards should be inserted in the pockets so that the card and pocket can both be put in the typewriter at the same time. Book cards and pockets should contain identical information; this information should be the classification, the accession number, the surname of the author, and the title. The classification 92 should be used for individual biography; the surname of the biographee should be typed underneath the 92, the author's surname being placed in the middle just above the title. Below are some examples of book cards:

3076 White Charlotte's web	590 4028 Hegner Parade of the animal kingdom
Fiction	Nonfiction with Dewey number
92 1708 Curie Dorland Marie Curie	E 4998 Flack Wait for William
Individual biography	Easy book

Checking Cards For Errors

The catalog and shelf cards, book pockets and book cards are kept inside the books for which they were made until they are checked for errors. As the cards are checked, the book cards and pockets can be left in the books and the shelf cards and order cards or work slips separated from the catalog cards. The shelf cards will be filed in the shelf list; and the catalog cards will be filed in the card catalog.

Pasting Book Pockets and Date Slips in Books

Materials needed:

1. Books
2. Typed book pockets (should contain book cards)
3. Date Due slips
4. Paste (Be sure to secure good quality paste from a library supply house.)
5. Paste brush
6. Glass of water (for cleaning brush)
7. Wax paper
8. Soft cloth or tissue for wiping off excess paste

Procedure:

1. Decide where book pockets will be pasted. They may be pasted inside the front or back cover. Be consistent in where you paste the pocket, varying from the established policy only when the pocket would cover important material.

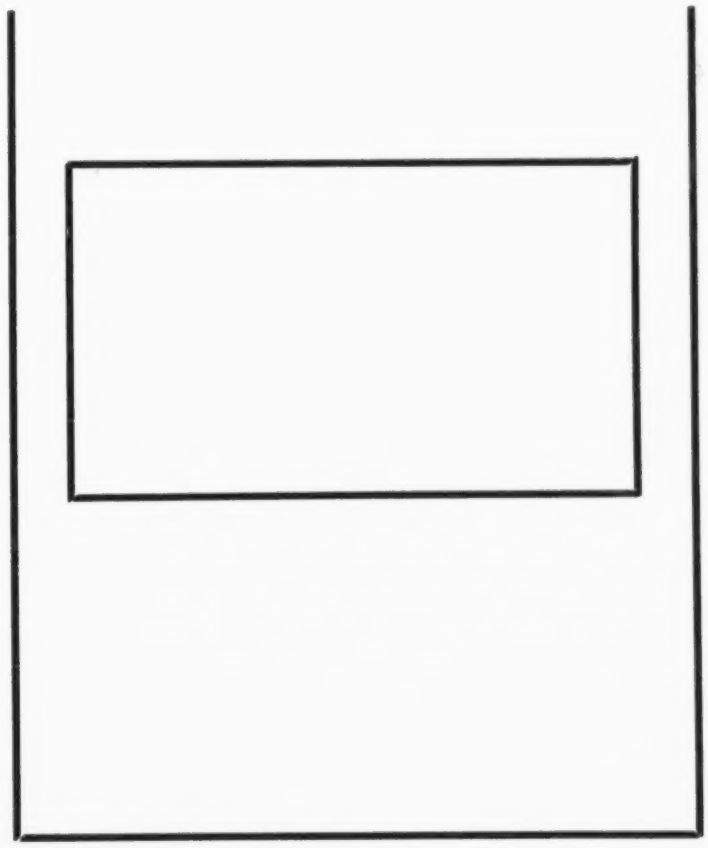
2. Center pocket about one inch from bottom edge of cover.
3. Apply a light coat of paste to entire pocket and press pocket in place, wiping off excess paste.
4. Paste date slip on fly leaf opposite pocket centering it on page to look attractive. Apply paste to top of slip only.
5. Insert sheet of wax paper between book pocket and date slip and set book aside to dry.
6. Remove wax paper when paste has dried. Save wax paper for reuse.

Lettering of Books

The classification and the first three letters of the author's surname should be lettered on the outside of the books to facilitate the correct shelving of the materials. For individual biographies, the first three letters of the surname of the biographee will be lettered underneath the classification rather than the letters of the author's surname.

Materials needed:

1. Books
2. Electric pencil with white carbon paper (Purchase from library supply house.)
3. Pencil
4. Measuring card (This is made from a three by five card by cutting a window in the card, the bottom edge of the window being the distance from the bottom edge of the spine of the book, where the lettering is to begin. One and one-half inches is a good distance.



5. Black enamel for painting square on spines of books too light for white lettering to show.

Procedure:

1. Using measuring card, draw pencil line on spine of each book to be lettered, the line indicating the place where the bottom row of letters will be. Vary from this only when printing on spine is in the way of the lettering or if the book is too thin. If the book is thin, place the lettering in a vertical column; in a few instances of very thin books, the lettering may have to be placed on the front cover.

   If white lettering will not show on the spine of the book, paint the bottom three inches of the spine with black enamel. Let the enamel dry at least twenty-four hours and then letter over the enamel. When inexperienced in using enamel for this purpose, experiment with an old book first.

2. Use printed letters and figures as follows:

A B C D E F G H I J K L M N O P Q R S

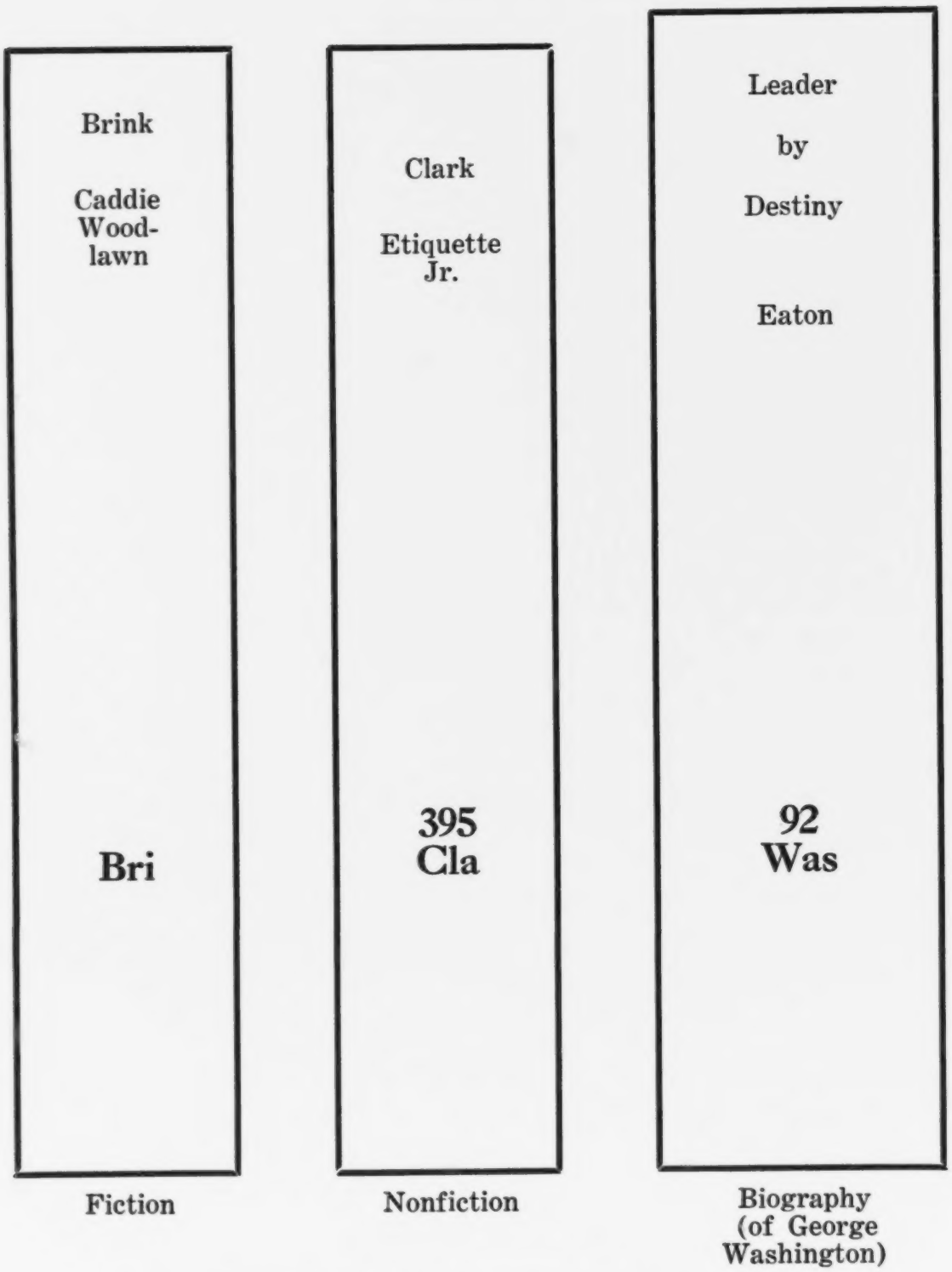
T U V W X Y Z

a b c d e f g h i j k l m n o p q r s

t u v w x y z

1 2 3 4 5 6 7 8 9 0

(The eight is made with two circles.)



Fiction | Nonfiction | Biography (of George Washington)

Examples of lettering on spines of books

Shelving of Books

The classification on the back of the book indicates the place where the individual book is to be shelved. Fiction should be shelved alphabetically by author; non-fiction by classification first and within each classification by author, biography being an exception. Biography is shelved according to the biographees. Books in foreign language should be shelved together by language.

Easy books should all be shelved together, preferably on low shelves within easy reach of the younger children. These books are thin and of many varied sizes which make them difficult to keep in exact order. It is recommended that the easy books be shelved by the initial letter of the author's surname rather than in exact alphabetical order by author.

The formal reference books, marked with an R above the Dewey number, should be shelved together. Counter height shelving is recommended for the reference books, the top of the shelving providing space for opening the books while searching for information.

Filing the Catalog Cards

1. Materials needed:

   The card catalog
   The recently typed cards
   Card sorter

2. Procedure:

   a. Alphabetize the cards in the card sorter, alphabetizing by whatever appears at the top of the card. Disregard the articles **a, an,** and **the** at the beginning of a title.

   b. When there are several books by the same author, file the cards alphabetically by title.

   c. When there are several books with the same subject, file the cards alphabetically by author.

   d. When subject and title cards begin with the same wording, the subject card takes precedence over the title card and is filed first.

      Example:

      FRANKLIN, BENJAMIN
      Franklin as an inventor

   e. Since the library patron may not be familiar with the phrasing of subject headings, all subdivisions of a subject are filed together.

      Example:

      ANIMALS
      ANIMALS—HABITS AND BEHAVIOR
      ANIMALS—PICTURES
      ANIMALS—STORIES
      Animals of the woods

   f. Figures are filed as if they were spelled out.

   g. Abbreviations are filed as if they were spelled out with the exception of Mr. and Mrs.

   h. Subject cards for history are filed chronologically.

   i. Subject headings for the Bible are filed with headings for the Old Testament coming first, then the New Testament.

   j. Mc should be filed as if it were Mac.

Filing Shelf Cards

The shelf cards may be filed in the same cabinet with the card catalog or they may be filed in a separate cabinet. The shelf card file should be easily accessible to the person classifying and cataloging books as the file needs to be checked frequently to assure consistency in classification.

The shelf cards are filed by classification.

Procedure:

Using a card sorter and being guided by the center markings on the sorter, sort the shelf cards into the following grouping:

Fiction (Put cards for story collections classified SC with this group too)

Reference (There will be an R above classification)

000's

100's

200's

300's

400's

500's

600's

700's

800's

900's excluding 92's

92's (Place behind marked Biography on sorter)

Easy (There will not be a guide marked Easy; use one of the divisions at the back of the sorter)

Foreign language books (for example, Spanish, French; use one of the divisions at the back of the sorter)

The various groups should then be filed as follows:

FICTION. Alphabetically by author. If there is more than one card for an author, file these alphabetically by title.

STORY COLLECTIONS. File alphabetically by author or compiler at end of individual works of fiction.

Note: If there are many shelf cards for fiction titles, complete the filing of nonfiction cards first and then use alphabetical guides of sorter to file fiction cards alphabetically by author.)

REFERENCE. File in numerical order according to classification.

NONFICTION, excluding 92's. File in numerical order, remembering that the numbers are decimal numbers. For example, 629.13 should come before 629.2. Several cards with the same number should be filed alphabetically by author.

92's—BIOGRAPHY. File alphabetically by the biographee, the person about whom the book was written. If there are several cards for the same biographee, file alphabetically by author.

EASY. File alphabetically by author. If there is more than one card with the same author's name, file alphabetically by title.

FOREIGN LANGUAGE. File under language and then by fiction and nonfiction.

Since the shelf list provides a table of contents to the library and some of the users of the shelf list will not be familiar with the Dewey Decimal numbers, it is recommended that the shelf list be equipped with many guide cards to help the user make better use of the file. Suggestions for guide cards are:

Fiction (with letter guides A—Z)

Story Collections
Reference books
General works (000's)
Philosophy (100's)
Religion (200's)
Bible stories (220's)
Mythology (290's)
Social science (300's)
United Nations (341.13's)
United States government (353's)
Holidays (394's)
Folklore (398's)
Language (400's)
Science (500's)
Astronomy (520's)
Plants (580's)
Animals (590's)
Birds (598's)
Useful arts (600's)
Airplanes (629.13's)
Fine arts and recreation (700's)
Literature (800's)
American poetry (811's)
English poetry (821's)
History (900-909; 929's-999's)
United States history (973's)
Arkansas history (976.6's)
Geography (910-919's)
Biography (920's and 92's)
Collective biography (920's)
Individual biography (92's)
Easy books (with letter guides A—Z)
Foreign language
    French
    Spanish

Withdrawing Books From The Library

What to withdraw:

1. Books worn beyond mending or rebinding;
2. Books unsuitable for use in the school.

Procedure for recording withdrawals:

1. Opposite the accession number on the shelf list, write "Withdrawn", the date, and the reason for withdrawal.

   Examples of reasons:

   Lost and paid for
   Worn out
   Out of date
   Unsuitable
   Missing

2. If the copy withdrawn is the library's only copy, pull the catalog cards, using the tracing on Wilson Cards as a guide to the cards to be removed. If the cards are not Wilson cards, be sure to pull the author card, title card, and any subject cards made on the book that is being withdrawn.
3. If the book withdrawn is one that should be replaced, make out an order card and place this in the Consideration File until it is time to work on an order.

Circulation Record

A daily record of the circulation count should be made; this can be totaled each month and at the end of the year. Standard circulation pads may be purchased from library supply houses, or they may be duplicated at the school.

VIII

HOW SHOULD NON-BOOK MATERIALS BE SECURED AND ORGANIZED?

Materials other than books are required to supplement classroom texts and to enrich the child's experience in learning. These materials must be organized to use with book materials. Arrange non-book materials by title or subject. Audio-visual materials are usually catalogued on colored cards: salmon, blue, buff, etc. Accession beginning with No. 1 for each type of material. The accession number preceded by the appropriate symbol given below is the call number. Therefore, the call number at the upper left-hand corner of the catalogue card indicates the kind of material. The common symbols are:

DR — disc recordings
F — films
FS — film strip
M — maps
R — record
RA — record album
SL — slides
ST — stereoptican slide
VF — vertical file
VM — viewmaster reel

Magazines and Newspapers

Lists of recommended magazines may be found in A BASIC BOOK COLLECTION FOR ELEMENTARY GRADES, American Library Association, Chicago, 1960. In choosing magazines and newspapers, school librarian or principal should consult with teachers as to the value of magazines in the school curriculum.

Pamphlets.

Excellent free and inexpensive pamphlets may be obtained.

Sources are:

"Free and Inexpensive Learning Materials," George Peabody College for Teachers, Division ot Surveys and Field Services, Nashville 5, Tenn., latest edition.

"Selected U. S. Government Publications," Government Printing Office, Superintendent of Documents, Washington 25, D. C. (Free)

Pamphlets should be arranged in folders alphabetically by subject.

Pictures

Pictures have many uses in the classroom. Pictures are listed under subjects as: animals, authors, Arkansas, etc. Pictures should be placed in folders with subject headings.

Films, Film Strips, etc.

16 mm sound films may be borrowed from the Audio-Visual Department of the State Department of Education. A brief annotated catalogue with yearly supplements is available for schools. Sources for films, filmstrips, phonograph records, radio, slides, and television are listed in American Library Association, GUIDES TO NEWER EDUCATIONAL MEDIA, 1961, $1.50. If the school has films, or filmstrips of its own, these should be organized and accessioned for use.

Charts, Posters, and Maps.

Every library should have globes and maps for reference. Posters and charts may be put on cardboard and filed flat. (Sources for purchasing in appendix.)

Recordings and Tapes.

The school collection of recordings and tapes should be organized and circulated from the library.

IX

WHAT INSTRUCTION IS NECESSARY TO PROMOTE A GOOD LIBRARY PROGRAM?

"The program of teaching the use of the library and its resources is a cooperative endeavor which involves the principal, the classroom teacher, and the librarian." (American Association of School Librarians, **Standards for School Library Programs.** American Library Association, 1960, p. 18) Learning today is dependent upon skillful use of library materials. If a student is to become an independent user of a library, he must learn certain basic skills concerning the arrangement of library books on shelves; the card catalog; an understanding of the use of dictionaries, encyclopedias, and indexes; an interest in books, authors, and illustrators; and a knowledge of how to take notes.

Instruction in the use of the library must be functional. It must be related to classroom work and not presented in isolated formal units. It should include activities within the student's understanding and ability. It should be a program of growth with each year's instructional program based on the program for the preceding year. New library skills are taught each year, but the skills learned the preceding year should always be reviewed.

THE INSTRUCTIONAL PROGRAM

WHEN SKILLS ARE INTRODUCED	THE SKILLS	SKILLS ARE RETAUGHT OR REVIEWED EACH YEAR				
Grade 6	Making a summary Newspapers Almanacs (World and Arkansas) Taking notes and outlining Unabridged dictionary					6
Grade 5	Atlases Unabridged dictionary (introduction) Encyclopedias Card catalog Using pamphlet and picture material				5	6
Grade 4	Dewey decimal classification (introduction) Card catalog (introduction) Dictionary (abridged) Encyclopedias (introduction) Maps and globes Index and table of contents Taking notes and outlining (simple form) Making a bibliography (simple form)			4	5	6
Grade 3	City, county or public libraries Parts of the book Alphabetical order Primary magazines Arrangement of books in library		3	4	5	6
Grades 1-2	Learning where things belong Selecting suitable books Good care of books Checking books in and out Good manners in library Enjoying books and stories read aloud	1-2	3	4	5	6

Children in the primary grades should be introduced to the joys of reading and the joys of listening to stories read aloud. They should be able to locate easy books on the shelves, make their own selections for borrowing, and understand the mechanics of checking out and returning books. They should know the parts of a book and how to use simple dictionaries and encyclopedias.

In the intermediate grades students should identify parts of a book and use them according to their purpose. They should be able to use dictionaries and encyclopedias independently and to take simple notes. They should begin to use the card catalog and to locate books on the shelves by the Dewey Decimal Classification. They should be able to find pamphlets and pictures in the files.

AREAS OF INSTRUCTION

I. Orientation in Library Use.
   - A friendly welcome
   - Tour of library to discover location of various kinds of books and materials
   - Instruction for borrowing books, returning books

II. Library Citizenship.
   - Respect for and care of books and equipment
   - Courtesy and fair play
   - Helpfulness—assisting the librarian, other students
   - Library regulations

III. Parts of the Book.
   - Preface, title page, table of contents, index
   - Locating materials through parts of book

IV. Classification.
   - How books are arranged on the shelf
   - How books are located by classification

V. The Card Catalogue.
   - How the contents of the library is indexed
   - Information gained from the catalogue
   - How to use the catalogue to find books

VI. The Dictionary.
   - Abridged and unabridged
   - Parts and principal uses
   - Meaning of abbreviations

VII. The Encyclopedia.
   - Arrangement of materials
   - How to locate information
   - Index, See also references
   - Note taking for talks

VIII. Reference Books and Materials.
   - Atlases
   - Almanacs
   - Indexes
   - Arkansas materials
   - Filmstrips

IX. Non-Book Materials.
   - Magazines
   - Pamphlets
   - Pictures
   - Audio-visual material

X

HOW CAN TEACHERS AND LIBRARIANS CREATE INTEREST IN BOOKS AND MATERIALS?

The library becomes effective when teachers and pupils use its resources to bolster classroom learning, when pupils use its resources to develop and extend their own interests, and when it helps pupils develop permanent interest in reading. The library is not "graded"; it affords the opportunity for each child to study and read at his own pace. A science experiment found in a book or a question raised from reading a history book may be just the stimulant a gifted student needs to go beyond the traditional course of study for his grade. While it is not the function of the library to teach reading, the provision of reading materials on a wide variety of topics and levels affords teachers a valuable tool for the teaching of reading.

Suggestions For Using Library Materials In Subject Matter Teaching

Interpreting pictures. Children in the first year group and in other groups who are limited in the ability to read need guidance in looking at pictures and picture books that express their feelings and help interpret their world. A part of the library period should be spent in telling stories that are read in the pictures. The pupils should learn to use pictures as sources of information which they can interpret for themselves; they learn to go to a book to locate a picture and thus identify the insect found on the shrub on the school grounds; and in the same way they learn to identify the rocks collected on last summer's vacation trip.

Selecting material for reference use in the classroom. Small groups of children from each classroom may rotate so that each child will have several opportunities to find material to be used with organized areas of study in the classroom. Younger children will locate the material by browsing and with the assistance of an older pupil or a teacher; older children will also browse, but they will make use of their knowledge of the classification or grouping of books and their use of the card catalog. From the primary group studying the development of the postal system to the sixth grade group studying aeronautics, books, pamphlets, pictures and filmstrips will be taken to the classroom to be used as long as the study continues.

Different grades will make various uses of the same material; for this reason, the principal will need to guide the teachers in making a plan to stagger the study of some topics so that the library materials may be widely used. Materials on topics which must be studied at a particular season will need to be more heavily duplicated.

Reading aloud. Entire books and episodes from books, especially from biography, history, travel, science, and fiction will be read aloud to bring new ideas and inspiration to learning. The teachers and librarian should cultivate the ability to read distinctly and with appropriate expression to groups of children. When children are called upon to read aloud, only those who are capable of holding the groups' attention should be chosen. The reader should be familiar enough with the material to be able to observe the group as he reads. In most instances discussion should follow reading aloud when it is done to bring information and ideas to a group.

Making lists of materials for topics of study. The teachers and librarian should make lists of materials found to be useful with particular topics, especially those topics studied annually. Upper grade children may participate in the preparation of these bibliographies. As new materials are added to the library resources and teachers become acquainted with them, the new titles should be added to the lists. From time to time complete revision of the lists should be made, titles no longer available or valuable being removed from the lists. Individual teachers may have copies of lists appropriate to their grades, but a complete file of these bibliographies should be in the library.

Making reports. Teachers need to consider the importance of the topic and the library resources available when assigning reports to pupils. Usually the students will have better opportunity to locate interesting material and the class period in which the reports are presented will be more interesting when only one student or a committee reports on a topic.

The teacher can guide the contents of the report and also prevent copying of information by giving careful guidance at the time the assignment is made. For younger students, it is a good practice to have them build their reports around a series of questions. The teachers can prepare sets of general questions to be used with reports on famous persons, places or areas, inventions, animals or other topics which are frequently the subject of reports.

Older pupils' reports should be based upon outlines and notes taken while reading.

The teachers or librarian should see that students use the most appropriate materials as the basis for their reports. Sometimes this will be a nonfiction book, an article from an encyclopedia or other reference book, a pamphlet, or a film or a combination of several sources.

Experiments and demonstrations. The library resources will provide suggestions for these and the library may house kits containing the necessary equipment for their performance.

Illustration. Pictures, charts and diagrams from books, material from the picture and pamphlet file, and other visual sources may be used to clarify a classroom explanation. Frequently this is the best way to make a point clear; for example, the function of the lungs or the organization of the various branches of the government.

Displays. Materials on special topics may be displayed. Arranged by individuals or groups, these exhibits can show available materials for organized studies and interests in the classroom. Nature study exhibits and hobby displays may be arranged. Books of information about these topics should be displayed so that children come to realize there is more to having a worthwhile hobby than merely collecting a variety of articles.

Suggestions For Stimulating Enjoyment Of Books As Literature

"Reading" picture books. Children in the process of learning to read should be guided in "reading the pictures" to obtain the stories from the books. As they progress in learning to read, they should begin to pick out familiar words in the accompanying text.

Browsing. To become acquainted with the variety of books available and to satisfy their own interests, browsing should be an important part of each group's library period. As the children advance in reading skill, more opportunities to browse should be provided; with very young children, browsing will probably be limited to certain sections of the library.

As the children are given complete access to all areas of the library, they should study the table of contents of books removed from the shelves and read here and there in each book to see if it meets their needs and interests. Alert children will soon learn that titles of books or their size are not clues to reading interest or difficulty. Many shelf labels and the special display of individual titles will make browsing more worthwhile.

Some librarians provide each child a cardboard marker to be put on the shelf in place of a book while it is being examined; if the book isn't selected by the patron, he can replace it correctly.

Listening to books and poems read aloud. Material selected for reading aloud should be worthy of the group's time; the selections should provide enjoyment and add to the child's literary heritage. Sometimes the selections may correlate with classroom study; but in many instances they will provide a contrast or change of pace from regular study.

In giving attention to helping children build a literary heritage, some schools plan for the reading aloud of certain books which are deemed particularly enjoyable and significant.

Sharing books and stories. A plan for sharing should be discussed so that no child will dominate this period by lengthy reports and by relating trite details. Sharing should often include some oral reading and always audience listening.

Book games and quizzes. Familiarity with authors and titles and an interest in becoming acquainted with book characters may be created by having a quiz such as "Name the Authors" or "Information Please" at the close of a reading period. The teacher or librarian may make up the questions at first; later the children may devise questions.

Dramatizations. Children may play the role of a book character, creating their speaking part within the content of the story.

After a group hears a story read aloud, they may combine their efforts and produce a play to be presented to other groups in the school or for their parents.

Book talks. The book talk, given by the librarian, teachers, visitors, or children, introduces several books to the audience by relating an interesting episode from the book, by introducing one or more of the characters, by a brief summary, or perhaps by describing a particularly interesting setting. Variety and originality in the presentation of the talk adds to the effectiveness of the presentation.

When authors are available, they should be invited to talk about their writing.

Book discussions. Discussions may be about the authors, plots, characters, settings, or ideas expressed in the books. Children should formulate rules for conducting a discussion and should conform to those rules.

Some discussions should center around analyzing readings that tend to develop characteristics of good citizenship. Characteristics discovered in the readings can be listed, posted, and referred to for further reference.

Special uses of poetry. In addition to reading poetry aloud, children may participate in verse speaking. This serves as a best means for memorizing favorite verses; as poems are read, children may voluntarily join in speaking favorite and known lines.

Children enjoy the rhythm of poetry. Those who are creative may dance a poem such as "The Potatoes' Dance" by Vachel Lindsay.

Teachers and children, working individually or in groups, may compile an anthology of favorite poems of one author or one subject.

After hearing and reading poetry, children may wish to put their own imaginative feelings into writing. Guidance is always needed in the selection of good reading in order that good form in writing will be recognized.

Arts and crafts. Hand puppets are easily made and serve as a means of sharing books and stories.

Children may explain their drawings which serve to tell what a child has gained in feeling and meaning of a story.

Children may make posters and arrange bulletin boards publicizing books and other library materials. These may be displayed in the library, the classroom, hall bulletin boards, and occasionally in downtown store windows.

Other devises for book presentations are:

1. Scroll type movies
2. Stories illustrated on slides

3. Peep-shows
4. Flannelgraphs
5. Booklets made by class
6. Recordings of stories retold, dramatized, or created on tape or wire.

Bookmarks to be used by the children may be made, the children planning their own designs and slogans. The bookmarks may feature authors, book characters, or brief lists by topics, or may provide space for the reader to list his own readings.

Pupils may dress dolls to illustrate book characters; they may also make little figures from pipe cleaners and other materials. If given the opportunity, children will be ingenious in using these dolls in many ways to illustrate their oral reporting of stories and books.

Original book jackets and mobiles may be made.

Writing. Children may write short reviews to be posted, published in the school newspaper, or to be kept in notebooks.

Children may also write brief biographical sketches of authors. These may be posted alongside book jackets.

Children may write brief annotations of books, these being compiled together to form annotated lists by specific types of books; for example, pioneer stories or science fiction. These book lists may be posted on the bulletin board, kept in notebooks, or used in book news issued from the library. These booklists should be kept on file in the library, frequent changes being made in order to keep the lists up-to-date.

A SUGGESTED LIST OF BOOKS FOR READING ALOUD

Listening to a story is an enjoyment older than history. Each teacher and the librarian will develop his own repertoire of selections to be read aloud, experimenting with some new selections each year and retaining the best of the old.

Children will frequently ask for the same stories again, and later will read those stories as their ability develops. Books should not be thought of as being suitable for one grade only; teachers may find the titles listed below useful in several grades. The list is to be used only as a "starter" to help the school staff develop a reading aloud program.

First Grade

Anderson, C. W. **Billy and Blaze.** Macmillan, 1936. The other "Billy and Blaze" stories will be popular too.

Bemelmans, Ludwig. **Madeline.** Viking, 1939.

Bishop, Claire Huchet. **The Five Chinese Brothers.** Coward-McCann, 1938.

Bright, Robert, **Georgie.** Doubleday, 1959.

Burton, Virginia Lee. **Mike Mulligan and His Steam Shovel.** Houghton, 1939.

Clark, Margery. **The Poppy Seed Cakes.** Doubleday, 1924.

Daugherty, James H. **Andy and the Lion.** Viking, 1938.

DeRegniers, Beatrice Schenk. **Was It a Good Trade?** Harcourt, 1956.

Duvoisin, Roger. **Petunia.** Knopf, 1950.

Gag, Wanda. **Millions of Cats.** Coward-McCann, 1928.

McCloskey, Robert. **Make Way for Ducklings.** Viking, 1941.

Piper, Watty. **The Little Engine That Could.** Platt, 1954.

Potter, Beatrix. **The Tale of Peter Rabbit.** Warne, 1904.

Rey, H. A. **Curious George.** Houghton, 1941.

Tresselt, Alvin. **White Snow, Bright Snow.** Lothrop, 1947.

Yashima, Taro. **Crow Boy.** Viking, 1955.

Second Grade

Beaty, John. **Sharp Ears.** Lippincott, 1938.

Bontemps, Arna. **The Fast Sooner Hound.** Houghton, 1942.

Bowie, Walter R. **The Bible Story for Boys and Girls: Old Testament.** Abingdon, 1952.

Brenner, Anita. **A Hero By Mistake.** Scott, 1953.

Brown, Marcia. **Stone Soup.** Scribner, 1947.

Clark, Ann Nolan. **In My Mother's House.** Viking, 1941.

Dalgliesh, Alice. **The Bears on Hemlock Mountain.** Scribner, 1952.

Ets, Marie Hall. **Nine Days to Christmas.** Viking, 1959.

Freeman, Don. **Norman the Doorman.** Viking, 1959.

Gag, Wanda. **Gone Is Gone.** Coward-McCann, 1935.

Gannett, Ruth S. **My Father's Dragon.** Random House, 1948.

Haywood, Carolyn. **"B" Is For Betsy.** Harcourt, 1939.

Lattimore, Eleanor. **Little Pear.** Harcourt, 1931.

Lenski, Lois. **We Live In the South.** Lippincott, 1952.

Quigley, Lillian. **The Blind Men and the Elephant.** Scribner, 1959.

Seuss, Dr. **Yertle the Turtle and Other Stories.** Random House, 1958.

Ward, Lynd. **The Biggest Bear.** Houghton, 1952.

Wilder, Laura Ingalls. **Little House in the Big Woods.** Harper, 1953.

Third Grade

Borski, Lucia Merecka. **The Jolly Tailor and Other Fairy Tales.** Longmans, 1957.

Carlson, Natalie Savage. **The Talking Cat and Other Stories of French Canada.** Harper, 1952.

Collodi, Carlo. **The Adventures of Pinocchio.** Macmillan, 1958.

Dalgliesh, Alice. **Courage of Sarah Noble.** Scribner, 1954.

Douglas, Emily Taft. **Appleseed Farm.** Abingdon, 1948.

Enright, Elizabeth. **Thimble Summer.** Rinehart, 1938.

Estes, Eleanor. **The Middle Moffat.** Harcourt 1942.

Lawson, Robert. **Rabbit Hill.** Viking, 1944.

Lenski, Lois. **Judy's Journey.** Lippincott, 1947.

Lofting, Hugh. **Story of Doctor Dolittle.** Lippincott, 1920.

McCloskey, Robert. **Homer Price.** Viking, 1943.

Milne, A. A. **Winnie-the-Pooh.** Dutton, 1961.

Richards, Laura E. **Tirra Lirra; Rhymes Old and New.** Little, 1955.

Seuss, Dr. **500 Hats of Bartholomew Cubbins.** Vanguard, 1938.

Titus, Eve. **Anatole.** McGraw, 1956.

White, E. B. **Charlotte's Web.** Harper, 1952.

Fourth Grade

Atwater, Richard. **Mr. Popper's Penguins.** Little, 1938.

Brink, Carol. **Caddie Woodlawn.** Macmillan, 1935.

Buff, Mary. **The Apple and the Arrow.** Houghton, 1951.

Carlson, Natalie Savage. **Alphonse, That Bearded One.** Harcourt, 1954.

Cleary, Beverly. **Henry Huggins.** Morrow, 1950.

Dalgliesh, Alice. **Ride on the Wind.** Scribner, 1956.

DuBois, William Pene. **The Three Policemen.** Viking, 1938.

Edmonds, Walter D. **The Matchlock Gun.** Dodd, 1941.

Grahame, Kenneth. **The Wind in the Willows.** Scribner, 1933.

Henry, Marguerite. **King of the Wind.** Rand McNally, 1948.

Hoff, Carol. **Johnny Texas.** Follett, 1950.

Lawson, Robert. **Ben and Me.** Little, 1939.

Rackham, Arthur, comp. **Arthur Rackham Fairy Book.** Lippincott, 1950.

Stolz, Mary. **Belling the Tiger.** Harper, 1961.

Taylor, Sydney. **All-of-a-kind Family.** Follett, 1958.

Travers, P. L. **Mary Poppins.** Harcourt, 1934.

Fifth Grade

Benet, Rosemary. **A Book of Americans.** Rinehart, 1933.

Boston, Lucy Maria. **Treasure of Green Knowe.** Harcourt, 1958.

Burnford, Sheila. **The Incredible Journey.** Little, 1961.

Butterworth, Oliver. **The Enormous Egg.** Little, 1956.

Eager, Edward. **Magic or Not.** Harcourt, 1959.

Finger, Charles. **Tales from Silver Lands.** Doubleday, 1924.

Hale, Lucretia. **The Complete Peterkin Papers.** Houghton, 1960.

Henry, Marguerite. **Brighty of the Grand Canyon.** Rand McNally, 1953.

Holling, Holling C. **Tree in the Trail.** Houghton, 1942.

McCormick, Dell J. **Paul Bunyan Swings His Axe.** Caxton, 1936.

Pyle, Howard. **Some Merry Adventures of Robin Hood.** Scribner, 1954.

Seredy, Kate. **The Good Master.** Viking, 1936.

Simon, Charlie Mae. **Robin on the Mountain**. Dutton, 1953.

Steele, William O. **Daniel Boone's Echo.** Harcourt, 1957.

Stuart, Jesse. **The Beatinest Boy.** Whittlesey, 1953.

Selden, George. **Cricket in Times Square.** Farrar, 1960.

Sixth Grade

Benary-Isbert, **Margot The Ark.** Harcourt, 1953.

Burnett, Frances Hodgson. **The Secret Garden.** Lippincott, 1949.

Carr, Mary Jane. **Children of the Covered Wagon.** Crowell, 1957.

DeAngeli, Marguerite. **The Door in the Wall.** Doubleday, 1949.

Dodge, Mary Mapes. **Hans Brinker, or the Silver Skates.** Scribner, 1955.

Gray, Elizabeth. **Adam of the Road.** Viking, 1942.

Enright, Elizabeth. **The Saturdays.** Rinehart, 1941.

Keith, Harold. **Rifles for Watie.** Crowell, 1957.

Krumgold, Joseph. **Onion John.** Crowell, 1959.

Lampman, Evelyn. **Tree Wagon.** Doubleday, 1953.

Malory, Sir Thomas. **The Boys' King Arthur.** Scribner, 1917.

O'Dell, Scott. **Island of the Blue Dolphins.** Houghton, 1960.

Robertson, Keith. **Henry Reed, Inc.** Viking, 1958.

Speare, Elizabeth. **The Witch of Blackbird Pond.** Houghton, 1958.

Sperry, Armstrong. **Call It Courage.** Macmillan, 1941.

SOME COLLECTIONS OF STORIES

Aesop. **The Fables of Aesop.** Macmillan, 1950.

Alden, Raymond M. **Why the Chimes Rang and Other Stories.** Bobbs, 1954.

Andersen, Han Christian. **It's Perfectly True.** Harcourt, 1938.

Arbuthnot, May Hill. **Time For Fairy Tales Old and New.** Scott, 1961.

Association for Childhood Education. **Told Under the Green Umbrella.** Macmillan, 1930.

The other titles in the "Umbrella" series are excellent, too.

Coolidge, Olivia E. **Greek Myths.** Houghton, 1949.

Coolidge, Oliva E. **Legends of the North.** Houghton, 1951.

Davis, Mary Gould. **Baker's Dozen.** Harcourt, 1930.

Dickens, Charles. **Christmas Stories.** World, 1946.

Dobbs, Rose. **Once Upon a Time.** Random House, 1950.

Fenner, Phyllis R. **Time to Laugh.** Knopf, 1942.

Grimm Brothers. **Fairy Tales.** World, 1945.

Harris, Joel Chandler. **The Complete Tales of Uncle Remus.** Houghton, 1955.

Kipling, Rudyard. **The Jungle Book.** Doubleday, 1932.

Kipling, Rudyard. **Just So Stories.** Doubleday, 1946.

Malcolmson, Anne. **Yankee Doodle's Cousins.** Houghton, 1941.

Pyle, Howard. **Pepper and Salt.** Harper, 1913.

Pyle, Howard, **Wonder Clock.** Harper, 1915.

Sandburg, Carl. **Rootabaga Stories.** Harcourt, 1923.

SOME COLLECTIONS OF POETRY

Adshead, Gladys L. **An Inheritance of Poetry.** Houghton, 1948.

Aldis, Dorothy. **All Together.** Putnam, 1952.

Arbuthnot, May Hill. **Time For Poetry.** Scott, 1959.

Association for Childhood Education International. **Sung Under the Silver Umbrella.** Macmillan, 1935.

Brewton, John, comp. **Gaily We Parade.** Macmillan, 1940.

Cole, William. **Humorous Poetry for Children.** World, 1955.

Farjeon, Eleanor. **Eleanor Farjeon's Poems for Children.** Lippincott, 1951.

Ferris, Helen. **Favorite Poems, Old and New.** Doubleday, 1957.

Geismer, Barbara Peck. **Very Young Verses.** Houghton, 1945.

Harrington, Mildred P. **Ring a Round.** Macmillan, 1930.

Huffard, Grace Thompson. **My Poetry Book.** Winston, 1956.

Milne. A. A. **The World of Christopher Robin.** Dutton, 1958.

Nash, Ogden, comp. **The Moon is Shining Bright as Day.** Lippincott, 1953.

Sechrist, Elizabeth Hough. **One Thousand Poems for Children.** Macrae Smith, 1946.

Stevenson, Robert Louis. **A Child's Garden of Verses.** Scribner, 1905.

Thompson, Blanche Jennings. **Silver Pennies.** Macmillan, 1925.

Thompson, Blanche Jennings. **More Silver Pennies.** Macmillan, 1939.

Untermeyer, Louis. **Golden Treasury of Poetry.** Golden Press, 1959.

XI

WHAT PROFESSIONAL BOOKS ARE MOST USEFUL?

BIBLIOGRAPHY

Professional Books and Booklets

American Association of School Librarians. **STANDARDS FOR SCHOOL LIBRARY PROGRAMS.** American Library Association, Chicago, Illinois. 1960. $2.50.

American Association of School Librarians. Committee on Planning School Library Quarters. **DEAR MR. ARCHITECT.** 2nd edition. American Library Association, Chicago, Illinois. 1952. $ .50.

Arbuthnot, May Hill. **CHILDREN AND BOOKS.** Scott, Chicago, Illinois. 1957. $9.00.

CHILDREN'S BOOKS. AWARDS AND PRIZES 1960/1961. The Children's Book Council, New York. 1961. $ .75. (There is an annual supplement.)

Coplan, Kate. **POSTER IDEAS AND BULLETIN BOARD TECHNIQUES FOR LIBRARIES AND SCHOOLS.** Oceana Publications, Inc., 80 Fourth Avenue, New York 3, New York. 1962. $8.50.

Douglas, Mary Peacock. **THE PRIMARY SCHOOL LIBRARY AND ITS SERVICES.** UNESCO, International Document Service, 2960 Broadway, New York 27, New York. 1961. $1.50.

Duff, Annis. **BEQUEST OF WINGS: A FAMILY'S PLEASURES WITH BOOKS.** Viking, New York. 1944. $3.00.

Eaton, Anne Thaxter. **TREASURE FOR THE TAKING: A BOOK LIST FOR BOYS AND GIRLS.** Revised edition. Viking, New York. 1957. $4.00.

Fenner, Phyllis. **PROOF OF THE PUDDING.** Day, New York. 1957. $4.50.

Gardiner, Jewel. **ADMINISTERING LIBRARY SERVICE IN THE ELEMENTARY SCHOOL.** 2nd edition. American Library Association, Chicago, Illinois. 1954. $3.50.

Gaver, Mary. **EVERY CHILD NEEDS A SCHOOL LIBRARY.** American Library Association, Chicago, Illinois. 1958. $ .25.

George Peabody College for Teachers. **FREE AND INEXPENSIVE LEARNING MATERIALS.** (Latest edition.) George Peabody College, Nashville, Tennessee. $1.50.

Harshaw, Ruth H., and Dilla W. MacBean. **WHAT BOOK IS THAT?** Macmillan, New York. 1948. $2.75.

Huck, Charlotte S., and Doris A. Young. **CHILDREN'S LITERATURE IN THE ELEMENTARY SCHOOL.** Holt, Rinehart & Winston, New York. 1961. $6.75.

Johnson, Edna, and others. **ANTHOLOGY OF CHILDREN'S LITERATURE.** Revised edition. Houghton Mifflin, New York. 1960. $12.00.

Kunitz, S. J. and Haycraft, Howard. **JUNIOR BOOK OF AUTHORS.** 2nd edition, revised. Wilson, New York. 1951. $3.50.

Larrick, Nancy. **TEACHER'S GUIDE TO CHILDREN'S BOOKS.** Merrill, C. E., Columbus 16, Ohio. 1960. $4.95.

Lowrie, Jean E. **ELEMENTARY SCHOOL LIBRARIES.** Scarecrow Press, New York. 1961. $5.00.

Mahony, Bertha E., and others., Eds. **ILLUSTRATORS OF CHILDREN'S BOOKS, 1744-1945.** Horn Book, Inc., Boston, Massachusetts. $10.00. **SUPPLEMENT, 1946-1956,** by Viguers, Ruth H. Horn Book, Inc., Boston, Massachusetts. $20.00.

Mott, Carolyn, and Baisden, Leo B. **CHILDREN'S BOOK ON HOW TO USE BOOKS AND LIBRARIES.** Revised edition. Scribner, New York. 1961. $2.96.

Rufsvold, Margaret I. **AUDIO-VISUAL SCHOOL LIBRARY SERVICE.** American Library Association, Chicago, Illinois. 1949. $2.75.

Rufsvold, Margaret I., and Guss, Carolyn. **GUIDES TO NEWER EDUCATIONAL MEDIA.** Paper. American Library Association, Chicago, Illinois. 1961. $1.50.

Sawyer, Ruth. **WAY OF THE STORYTELLER.** Revised edition. Viking, New York. 1962. $4.00.

Smith, Irene. **HISTORY OF THE NEWBERY AND CALDECOTT MEDALS.** Viking, New York. 1957. $3.00.

Tooze, Ruth. **STORYTELLING.** Prentice-Hall, Englewood Cliffs, New Jersey. 1959. $5.65.

Weseloh, Anne. **E-Z BULLETIN BOARDS: A WAY TO MORE EFFECTIVE ROOM ENVIRONMENT FOR ELEMENTARY TEACHERS.** Fearon Publishers, 2263 Union Street, San Francisco 33, California. 1959. $1.50.

Magazines and Journals

AMERICAN LIBRARY ASSOCIATION BULLETIN. Monthly (Sept.-June); bi-monthly (July-August) Membership. American Library Association, 50 East Huron Street, Chicago 11, Illinois. (February issue devoted to school and children's libraries.)

CHILDHOOD EDUCATION: MAGAZINE FOR TEACHERS OF YOUNG CHILDREN. Monthly (Sept.-May) Association for Childhood Education, International, 3615 Wisconsin Ave., N. W., Washington 16, D. C. $4.50.

ELEMENTARY ENGLISH. Monthy (October-May) National Council of Teachers of English, 704 S. Sixth Street, Champaign, Illinois. $4.00.

HORN BOOK MAGAZINE: OF BOOKS AND READING FOR CHILDREN AND YOUNG PEOPLE. 6 times a year. Horn Book, Inc., 585 Boylston Street, Boston, Massachusetts. $4.50.

INSTRUCTOR. Monthly (Sept.-June) F. A. Owen Publishing Company, Instructor Park, Dansville, New York. $6.00. (November issue contains special section on school libraries.)

SCHOOL LIBRARY JOURNAL. Issued on 15th of each month, Sept.-May. R. R. Bowker Company, 1180 Avenue of the Americas, New York 36, New York. $3.50.

WILSON LIBRARY BULLETIN. Monthly (Sept.-June) H. W. Wilson Company, 950 University Avenue, New York 52, New York. $3.00.

XII

WHAT IS THE LONG-RANGE PLAN FOR SCHOOL LIBRARY DEVELOPMENT IN ARKANSAS?

The long range plan for school library development in Arkansas was the outgrowth of numerous workshops and activities conducted through the help of the School Library Development Project. This national project was made possible through a grant of $100,000 from Library Resources Inc. given to the American Association of School Librarians, a division of the American Library Association. The purpose of the project was to help implement the new school library standards by giving aid to states to develop or improve school libraries. The project closed June 30, 1962, and Arkansas' report included the following three-year projected plan for school library development in Arkansas.

* * * * * *

Long-Range Plan For School Library Development In Arkansas

Projected Action Program With Time Schedule	Year I	Year II	Year III
1. The appointment of a committee composed of members from State Department of Education, Arkansas Iibrary Commission, and School Library Division of Arkansas Education Association to revise the State Standards for elementary and secondary school libraries in accordance with the demands of the ever-changing curriculum, (Perhaps this committee could be selected from the Commissioner of Education's School Library Advisory Committee)	X		
A. Until the state standards have been revised, a gradual increase in annual expenditure per pupil for library books and related materials is recommended.			
1. Annual expenditure per pupil for grade A elementary schools.	$1.50	$1.75	$2.00
2. For secondary schools of average size (200-499) the annual expenditure per pupil should not be less than $2.00 after a basic book collection of seven books per pupil or 1200 volumes — whichever is larger — has been acquired.	$1.50	$1.75	$2.00
2. The Board of Education of each school district assumes the responsibility of including in the annual budget adequate provision for library books and non-book materials for quality education.	X		

Projected Action Program With Time Schedule	Year I	Year II	Year III
A. Provision for furniture, equipment, and other physical facilities required for efficient library service be included in the annual budget separate from books and non-book materials.			
3. The promotion of an in-service and pre-service training program for teachers and librarians in the use of the school library as a materials center.			
A. In-Service Training A series of in-service training programs held in geographical areas of state with emphasis on use of books, other printed materials, and audio-visual aids.	X	X	X
B. Pre-Service Training A letter be sent to each teacher training institution in the state urging that methods courses place emphasis on the use of the school library as a materials center, and include in their program instruction on its administration and use.	X		
4. Continue work with professional and civic associations for the establishment and improvement of school libraries on both the elementary and secondary level.	X	X	X
5. A plannned program of library instruction beginning with grade one and continuing through the twelth grade.			
A. Elementary School Library Manual includes suggested instructional program for grades 1-6. (This manual should be available for school year 1963-64)		X	
B. The Secondary School Council name a committee to work with the coordinator for high school library program, State Department of Education, and the high school library consultant, Arkansas Library Commission, in formulating a continuing program of instruction throughout the secondary schools. Instruction on the secondary level under the supervision of the librarian and departmental teachers.	X		

Projected Action Program With Time Schedule	Year I	Year II	Year III
6. All new school buildings include library space and equipment to meet standards.	X	X	X
7. Pilot Projects			
A. Establish one elementary school library with adequate space, collection, and budget in large school systems (5 or more elementary schools) to serve as a demonstration of model elementary school library program.	X		
1. Establish additional model school libraries in other elementary schools in same system.		X	
2. An itinerant librarian employed to direct and supervise the library program in at least three or four elementary school libraries in the same school system.			X
B. Establish in a selected school system a center for the procurement, classification, cataloging, and preparation for circulation, books and audio-visual materials as a pilot project. (This insures economy and uniformity in procedures and permits school librarians to devote more time to work with students and teachers.) Program for the first year would involve processing all new books in schools of this system.	X		
1. Extend services to include the processing of all types of instructional materials.		X	
2. Development of centers in other school systems, districts or areas.			X
C. Utilize the various outstanding centralized elementary and secondary libraries as demonstration centers and meeting places for small groups of librarians and administrators. The informal meeting in these model libraries would be used to discuss the program of improvement in the individual schools in the area.	X		

APPENDIX

ASSEMBLY LINE PROCESSING OF LIBRARY BOOKS

The **essential** records for an elementary school library in Arkansas are the accession record and the shelf list, but other records are desirable and help to bring the library up to standard. Each book should have a book pocket, book card, and date due slip for circulation. Principals, teachers, school clerks, and parents who participate in assembly line processing of library books should have studied carefully the chapter in this manual called "How Should the Books Be Organized?" A librarian or a person with 15 semester hours of library science should supervise assembly line processing. Sometimes the services of a public, county, or regional librarian may be secured for such a project. Note: These assembly line processing suggestions do not include making of author, title, and subject cards. They may be made later from shelf list card or order card.

Suggestions for speed:

1. Tables pushed together in lengthwise positions.
2. Correct number of chairs and type of supplies for each step.
3. Steps labeled.
4. Books to be processed arranged for efficient handling.

Steps:

1. CHECK INVOICE, PULL ORDER CARD AND PLACE IN BOOK. If there is no order card, make a work card with author, title, publisher, date, price. OPEN BOOK CORRECTLY AND STAMP WITH PROPERTY STAMP. Stamp on inside front cover, the page following title page, and the book pocket. Send order card, book pocket, and book card with book on for next step.

   Persons needed: 2
   Supplies: Invoices, order cards, library stamp, ink pad, book pocket and book cards.

2. CLASSIFY BOOK.

   Refer to CHILDREN'S CATALOG and its supplements and BASIC BOOK COLLECTION FOR ELEMENTARY GRADES to secure classification number. If book is not listed, study the subject matter of the book and then consult the Outline of Classification in the CHILDREN'S CATALOG for help in classifying the book. (If still undecided about the classification, set the book aside and ask your high school or public librarian for help.) Write the classification on back of title page at center top, and in top left hand corner of order card.

   Persons needed: 2
   Supplies: CHILDREN'S CATALOG and supplements, BASIC BOOK COLLECTION FOR ELEMENTARY GRADES, writing pens

3. ENTER TITLE IN ACCESSION BOOK.

   Fill one line of accession book for each title entered, giving author's surname, title of book, publisher, date, source, and cost of book. For old books when no price is available, list "Books on Hand." Print the accession number on the order card where it may easily be seen by the typist. Enter the accession number in the book on the page following title page. Type the accession on top right corner of book pocket and book card. If desired, classification number may be put in line of accession record in column marked "Remarks."

   Persons needed: 2
   Supplies: Typewriter and/or writing pens, accession sheets

4. MAKE SHELF LIST CARD.

(Read section in manual on the shelf card.) Only **one** shelf list card is made for each title. The accession number of duplicate copies is entered below the accession number of the first copy. Place card inside back cover of book.

Persons needed: 2
Supplies: Shelf list cards and typewriter and/or writing pens.

5. MAKE BOOK POCKET AND CARD.

(Read section in manual on book pocket and card.) Book pockets should have previously been stamped with property stamp. In upper left hand corner of book pocket type or write classification number, author's last name, and title. Put identical information on card. Place pocket, bookcard and shelf list card inside back cover of the book.

Persons needed: 1
Supplies: Book pocket and card, typewriter and/or writing pens.

6. PASTE BOOK POCKET AND DATE DUE SLIPS.

Paste book pocket on inside back cover of book. Paste date due slip by top edge only on the flyleaf opposite the pocket. Use library paste thinned with water to a consistency that can be used with a brush. Place a small sheet of waxed paper between pocket and date due slip to prevent sticking while drying.

Persons needed: 1
Supplies: Library paste, brushes, wax paper, newspaper or wrapping paper to spread on top of table.

7. MARK BOOK SPINE.

(Read section in manual on lettering of books.) Use an electric stylus or white ink. If a stylus is being used, a 3 x 5 card folded lengthwise will make a good 1½ inch guide with the tape held above it.

Persons needed: 1
Supplies: Electric stylus with white and blue transfer tape **or** white ink and a lettering pen.

8. CHECK BOOK.

Check to see that book is properly stamped; classification and accession numbers are written in designated places; the book card, pocket, and shelf list card are made correctly; and the book spine is marked with the classification designated on these. Remove order card. At later time author, title, and subject cards can be made from this card.

Persons needed: 1

9. ARRANGE AND FILE SHELF LIST CARDS.

Remove shelf list card from book, arrange, and file in shelf list order.

Persons needed: 1
Supplies: Shelf list filing drawer and shelf list guides.

10. SHELLAC BOOK.

Shellac or use plastic transparent book spray on the spine or entire surface of book for protection and longer wear.

Persons needed: 1
Supplies: Book lacquer and thinner, lacquer brushes, and brush cleaner **or** plastic transparent book spray; newspaper or wrapping paper to spread on top of table.

DIRECTORY OF ADDRESSES FOR LIBRARY MATERIALS

The following directory of addresses was prepared in response to frequent requests for names and addresses of companies supplying books and library materials. It is only a suggested list, and you may wish to add others to it.

In ordering library books determine first the type of binding you wish. Although publisher's binding (called trade edition) is less expensive, it will not last as long as a reinforced, prebound, or library bound book. All books that will be widely circulated should be bought in some kind of reinforced binding. Many publishers are now supplying some of their own titles in reinforced bindings under a trade name such as "Goldcraft Binding"—Golden Press, Educational Division, 630 Fifth Avenue, New York 20, New York, and "Harper Crest Binding"—Harper & Brothers, 49 East 33 Street, New York 16, New York. Write directly to publishers to find out about their own reinforced bindings or check with jobbers listed below.

Book jobbers handle books of many publishers. Since the discount increases with the number of books purchased, it is more economical to place one order with a book jobber rather than many orders with many publishers. **Write for discount rate before placing order.**

BOOK JOBBERS FOR PUBLISHER'S BINDING (TRADE EDITION)

Baker & Taylor Company, Momence, Illinois.
H. R. Huntting Company, Burnett Road and First Avenue, Chicopee Falls, Massachusetts.
A. C. McClurg & Company, 333 East Ontario Street, Chicago 11, Illinois.
Memphis News Company, 141 Neil Street, Memphis 7, Tennessee.

LITTLE ROCK JOBBERS FOR TRADE EDITION AND LIBRARY BINDINGS OF SOME PUBLISHERS.

Allsopp and Chapple, 307 Main Street, Little Rock, Arkansas.
Baptist Book Store, 408 Spring Street, Little Rock, Arkansas.
Gus Blass Company (Book Department), 4th and Main Street, Little Rock, Arkansas
M. M. Cohn Company (Book Department), 510 Main Street, Little Rock, Arkansas.
Pfeifers Readmore, 6th and Main Street, Little Rock, Arkansas.

BOOK JOBBERS FOR REINFORCED, PREBOUND OR LIBRARY BOUND BOOKS

Associated Libraries, Inc., 3622 Pearl Street, Philadelphia 4, Pennsylvania.
Doubleday & Company, Garden City, New York. (Specific titles) Junior Literary Guild selections available from Doubleday.
Follett Library Book Company, 1018 West Washington Boulevard, Chicago 7, Illinois. (Specific titles)
Charles M. Gardner & Company, 749 North Keyser Avenue, Scranton 11, Pennsylvania.
E. M. Hale & Company (Cadmus Books), Eau Claire, Wisconsin.
H. R. Huntting & Company, Burnett Road and First Avenue, Chicopee Falls, Massachusetts.
Jenkins Book Company, 600 Magazine Street, New Orleans 12, Louisiana.
A. C. McClurg & Company, 333 East Ontario Street, Chicago 11, Illinois.
New Method Book Bindery, Jacksonville, Illinois.
Don R. Phillips, Box 57, Vandalia, Michigan.
Siler's, Inc., 130 Carondelet Street, New Orleans, Louisiana.

MAGAZINE SUBSCRIPTION AGENTS

F. W. Faxon Company, 91 Francis Street, Boston 15, Massachusetts.
Hope News Agency, Hope, Arkansas.
McCullough News Agency, Hope, Arkansas.
Mayfair Agency, 40 North Van Brunt Street, Englewood, New Jersey.

LIBRARY EQUIPMENT AND SUPPLIES

All-State Supply, Inc., 1212 East 6th Street, Little Rock, Arkansas.
Arkansas Business Systems and Equipment Company (Remington Rand dealer), 1307 West 5th Street, Little Rock, Arkansas.
Arkansas School Service, Inc., 201 Victory, Little Rock, Arkansas. (Library furniture)
Bro-Dart Industries, 59 East Alpine Street, Newark 5, New Jersey.
Demco Library Supplies, Box 1488, Madison 1, Wisconsin.
Democrat Printing and Lithographing Company, 2nd and Scott Street, Little Rock, Arkansas. (Library furniture)
Gaylord Brothers, 155 Gifford Street, Syracuse, New York.
School Products Company of Arkansas, 1405 West Roosevelt, Little Rock, Arkansas.

SPECIAL ARKANSAS MATERIALS

Arkansas Book House, Inc., 1401 West Capitol, Little Rock, Arkansas. Certain Arkansas materials may be ordered from the agency publishing the material:

BIRDS OF ARKANSAS by William J. Baerg, University of Arkansas, College of Agriculture, Agricultural Station, Bulletin No. 258, $2.00.

A REVIEW OF THE AMPHIBIANS AND REPTILES OF ARKANSAS by Herndon Dowling, University of Arkansas.

SURVEY OF ARKANSAS GAME. State Game and Fish Commission, Little Rock, Arkansas.

TREES OF ARKANSAS by Dwight Moore. Arkansas Resources and Development Commission, Division Forestry and Parks, Little Rock, Arkansas. 35c.

U. S. GOVERNMENT DOCUMENTS

Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Several series of government documents are most useful in school libraries. Examples are HISTORICAL HANDBOOK SERIES with such titles as "Jamestown, Virginia, The First Permanent English Settlement in America" and "Vicksburg, Mississippi, The Fight for the Control of the Mississippi River During the Civil War." Also **National Park System Descriptive Folders.** These range in price from 10c to 30c but carry a wealth of information.

DISPLAY MATERIALS

R. R. Bowker Company, 1180 Avenue of the Americas, New York 36, New York. Literary maps.
Children's Book Council, 175 Fifth Avenue, New York 10, New York. Quarterly Calendar and Book Week Materials.
Gaylord Brothers (Arkansas agent, Carroll S. Edgar, 2106 Spencer Avenue, Monroe, Louisiana.)
Library Products, Inc., Box 552, Sturgis, Michigan. Letters, posters, summer reading club materials.

FILMS AVAILABLE FOR RENT OR POSTAGE*

Audio-Visual Department, State Department of Education, Education Building, Little Rock, Arkansas.

Director of Audio-Visual Aids, Teaching Center, Arkansas State Teachers College, Conway, Arkansas. (Rental)

PRINTED CATALOG CARDS

H. W. Wilson Company, 950 University Avenue, New York 52, New York. It is more economical to buy Wilson printed cards than to type them. Order cards at the same time you place new book order. Annotations on the Wilson cards make them useful for school libraries.

Library of Congress, Card Division, Washington 25, D. C.

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*One excellent film covering all activities in the school library is **School Libraries In Action**, available from the State Department of Education. An excellent filmstrip is **Remodeling the Elementary School Library**, available from the Arkansas Library Commission.